Ortaöğretim

# Sunshine English 11

## Teacher's Book

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Teacher's Book

CEM
CEM WEB OFSET SANAYİ ve TİCARET ANONİM ŞİRKETİ

ORTAÖĞRETİM

# SUNSHINE ENGLISH 11

## TEACHER'S BOOK

MÜGE AKGEDİK CAN

NESLİHAN ATCAN ALTAN

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# İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

**Mehmet Âkif Ersoy**

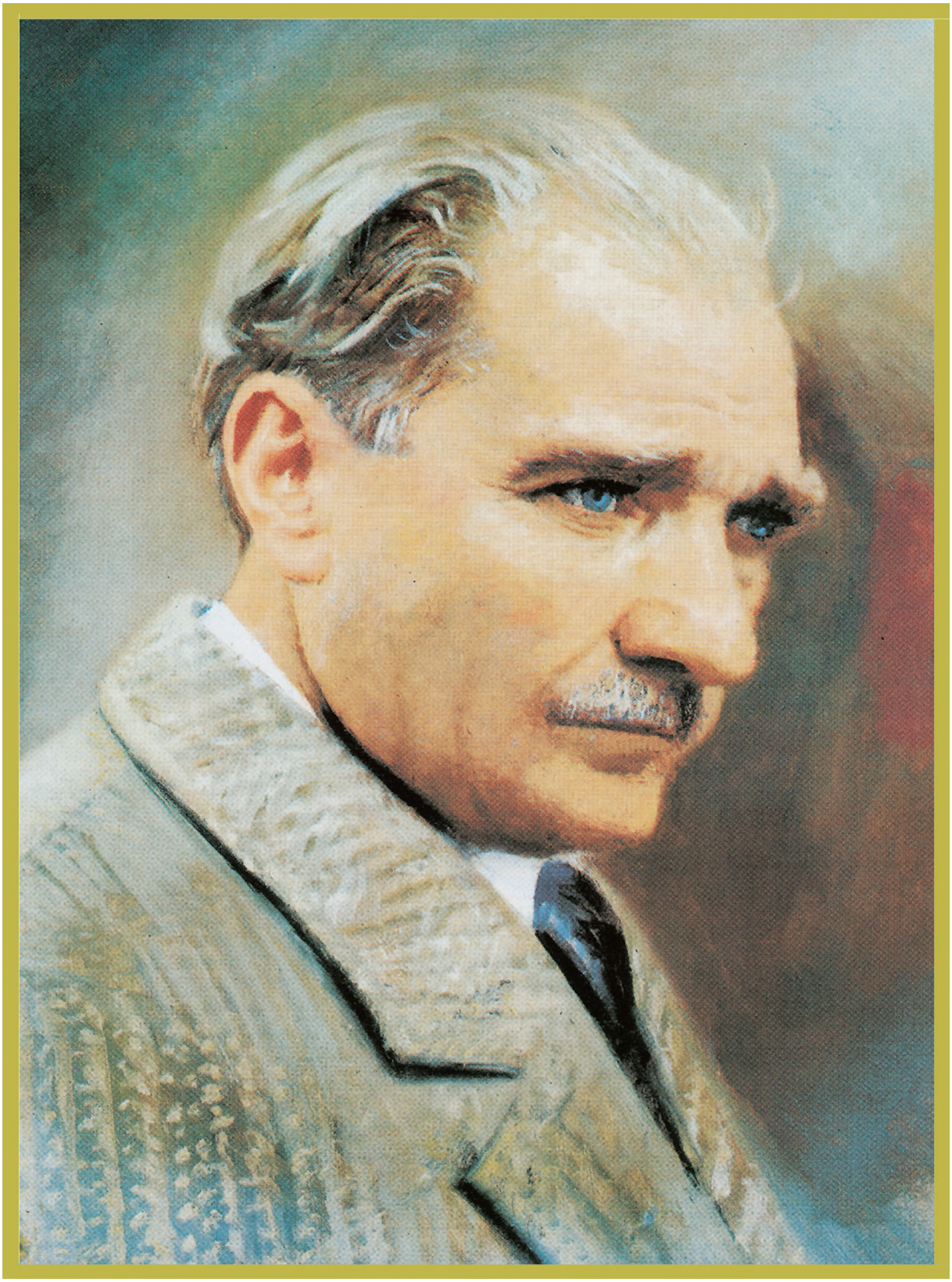
## GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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# Introduction

Sunshine follows the model represented by TTKB **9th - 12th Grades English Curriculum** and it has been designed according to the principles of communicative language teaching.

The book has been carefully prepared to maintain students' interest and motivation throughout the year. Language is introduced in contexts and gives students plenty of opportunities to practice. Our aim is for each student to become a fluent and confident communicator. Language is recycled throughout the themes so that students can practice the language in different contexts. Recycling is particularly important for learners. Activities encourage learners to contribute their own ideas and feelings and to be active in class. Each theme provides plenty of activities that develop oral communication. The book features pair work and groupwork activities in which students have a chance to use the new language to talk with others in the class.

As it is mentioned in the 9th-12th Grades English Curriculum (page 7), "... the order of the CEFR levels (CoE, 2011) was adapted to meet the specific needs of high school learners in the new 9th-12th grades English curriculum in which it is intended for learners to start their high school English classes with a revision on CEFR A1 level and then gradually proceed through CEFR levels A2 -B2. Sunshine aims to bring students to the level of B1+ (Independent User / Threshold Level) and B2 (Independent User / Vantage Level) as it is described in The Common European Framework of Reference for Languages (CEFR) and English Curriculum (2014).

Sunshine is authentic in design and content as much as possible, appeals to multiple senses of students to reinforce the intake of language via multiple channels, addresses students' real-life language needs (e.g. survival English, academic English) as well as their interests. It is supported with multimedia and instructional technology tools as much as possible to immerse students in authentic use of language, supports the presentation and practice of four language skills in an integrated way to reflect the complex, dynamic, and holistic nature of language.

Sunshine is designed for 11th grade-school students and to be completed in one school year and focuses equally on the development of both vocabulary and structures through contemporary topics and communicative activities.

Sunshine consists of 10 themes. Each theme develops four skills using a number of different communicative texts, dialogues, tasks, E-portfolio, video-blogs, vocabulary. Grammar learning is accomplished through inductive learning in which the learner is allowed to discover the rules by himself / herself.

Incorporation of universal values with regard to being a model human being which requires adapting principles such as honesty, altruism, patriotism, justice, self-control, patience, respect, love, responsibility, and being a good friend has been integral to the wholesomeness of this course book. It is of utmost importance that these values which comprise the foundation of resilient, compassionate, and prosperous societies are transferred into the young and impressionable minds of the learners, who will be responsible for building a future for our nation in the future. Having prioritized this mission, Sunshine has managed to integrate these values into all activities, which require the practice of four skills. These values are both overtly displayed or implied indirectly in all themes. To illustrate, learners are exposed to reading or listening texts or speaking and writing activities which encapsulate and promote values mentioned above to create an ethical awareness in learners. By doing so, it is expected that learners will become aware of the importance of having an ethical point of view and maintaining and creating values both individually and as a society.

Teaching critical thinking is also an essential part of our book as we try to prepare our students for the English-speaking world. They will have to process a lot of information and as educators we have a responsibility to equip them for that. The classroom is the place for people to challenge the status quo, ask questions and value diverse opinions, therefore, the perfect place for critical thinking. “Discussion Time” activities by stretching skills especially in speaking, fulfills that objective.

Each theme has an “Attention” part. This part is designed to highlight the language functions and structures used in listening and reading parts.

Feedback is crucial for encouraging and consolidating learning, and this has also been recognized by Sunshine. Therefore, each theme has a “Help Each Other” part - a mini-rubric in which the aim is to provide students environments to give and receive feedback to each other. Peer correction enhances interaction and support mechanism among peers, allowing them to develop learner autonomy and language awareness without making them feel stressed and threatened. For that reason, the rubric is simplified. Peer feedback forms a key element of the students’ growing control over productive skills. Since student reviewers perceive that other students experience the same difficulties in writing that they do, peer feedback may also lead to a reduction in writer apprehension and help them to develop their autonomy and self-confidence. It also enhances the ability of peer reviewers to evaluate their own work by providing a sense of audience and a checklist of evaluative questions to apply to their own writing.

Each theme ends with a “Can Do Club” part which contains statements for students to check how much they have acquired. This evaluation part enables students to see where they stand, their strengths and weaknesses in terms of fulfilling the aims of each theme. Self-assessment checklist works efficiently when used effectively, so, encourage your students to check the self-assessment part.

The ultimate aim of the book is to create students who are independent and proficient users of four skills.

The workbook is considered an important component of the course. Vocabulary, structures and the topics are reviewed in contexts, not in mechanical drills. The activities of the previous lessons are also recycled.

Teacher’s Book provides step-by-step notes to accompany each activity. It also includes answers of all the Student’s Book materials, tapescripts and the Workbook answer key. Each theme begins with Communicative Functions and Skills, Materials and Warm Up parts.

The class CD contains all the listening materials from the Student’s Book. The speakers are native as the pronunciation and intonation are very important in these age groups.

Assessment and evaluation are essential components of teaching and learning in English language. Without an effective evaluation process, it is impossible to know whether students have learned and / or teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established impact on student performance.

Although the terms assessment and evaluation are often used interchangeably, in actuality they are two parts of the same process. Assessment is the process of gathering evidence of what the learner can do. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and / or decisions based on the information collected.

You can also prepare an evaluation scale. Your evaluation should be focused on process as much as possible. You can observe the development of your students learning by using the scale.

An effective assessment uses multiple strategies to demonstrate growth and performance and should be closely correlated to the stated goals. Assessment strategies can include performance tasks, teacher observations, personal communications, standardized testing, and student and teacher developed assessment rubrics, projects, etc.

Assessment used in Sunshine to promote and check learning in English, not as a negative reinforcement instrument, enables to assess authentic use of language with an emphasis on tools such as e-portfolios, video-blogs and / or communicative activities more than traditional assessment tools. It is geared toward assessing understanding, production and use of analytical skills in English, not merely memorization of language structures or vocabulary. Such assessment allows the involvement of multiple feedback providers for different assessment tasks (self, peer, teacher, computer-mediated, and / or parent feedback).

Traditional assessment involves the employment of paper-and-pencil, standardized tests to assess students' performance under time pressure. On the other hand, portfolio assessment can evaluate students continuously and holistically based on the content of the portfolio on which the teachers and students agree. It focuses on individual differences and involves the learners in the assessment. A portfolio is a collection of work samples that cover several aspects of the assignments students have completed. This is an especially effective way to assess students. Ask each student to compile a collection of their works to be graded.

Sunshine has an E- portfolio and video-blog part in each Theme. E-portfolios and video-blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

E-portfolios allow the portfolio developer to organize and manage his / her works in different formats such as audio, video and text files on a digital platform. One of the most significant advantage of E-portfolios is that students, their peers and teachers can have easy access to their products wherever and whenever they want. Furthermore, E-portfolios enable teachers to create an interactive environment in which students can communicate and interact with each other. An effective way to keep track of E-portfolios is student blogs. Student blogs not only help teachers to monitor student performance and language development, but also enable students to become autonomous learners who can assess and evaluate their progress in the language learning process.

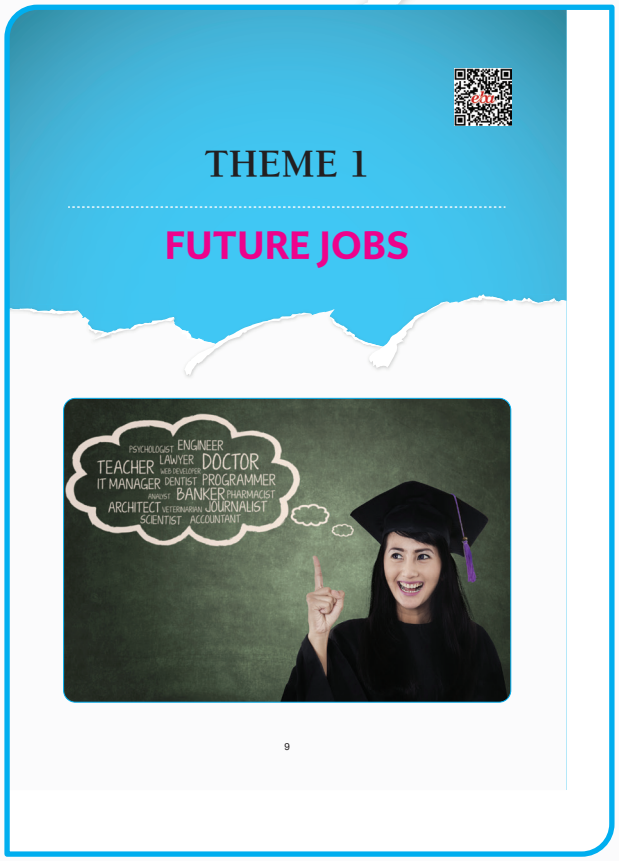
Students should prepare a dossier to collect their works if they don't have access to computer technologies so that you can follow the development of students and allow them to evaluate themselves. Portfolio dossiers reflect learners' personal development throughout the learning process. Such kind of evaluation will cover their whole life and add value to life-long learning concept. In this respect, it is learner-oriented.

Family support in the process of teaching second language will bring positive results. They don't need to know the target language. Their support and reinforcement will be beneficial in that process.

**P.S.:** In teacher's book, functions and skills which are used in the exercises given as **F:** Function, **L:** Listening, **S:** Speaking, **P:** Pronunciation, **R:** Reading, **W:** Writing under the instructions.

# THEME 1

# FUTURE JOBS



**FUNCTIONS (F)**

**F1** Making plans and predictions

**F2** Making an appointment

**F3** Talking on the phone

**SKILLS**

**Listening (L)**

**L1** Students will be able to detect factual information about job related topics in a recorded text.

**Pronunciation (P)**

**P1** Students will be able to practice reduction of "will" and "am/is/are going to" in positive and negative sentences.

**Speaking (S)**

**S1** Students will be able to talk about future plans and make predictions.

**S2** Students will be able to make an appointment on the phone.

**Reading (R)**

**R1** Students will be able to analyze different job ads from newspaper/websites to match them with CVs.

**R2** Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.

**Writing (W)**

**W1** Students will be able to write CVs/Letters of intent for different job applications.

**Warm Up**

Before you start the lesson, ask students to discuss how many different jobs they know about in groups. Then, make the groups exchange their answers. Afterwards, ask students which jobs among the ones they came up with they would like to try and tell them to give their reasons when answering this question.

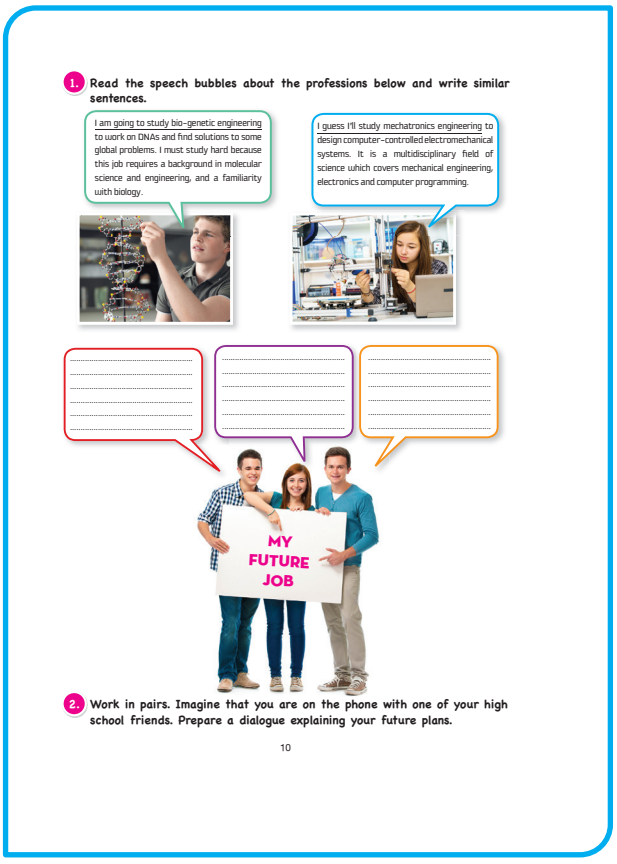
**NOTES**

**1. Read the speech bubbles about the professions below and write similar sentences.**

**(F1)**

Ask students to read the professions in the speech bubbles. Then, ask them whether they have heard of these jobs before and whether they would like to try these jobs in the future. Tell them to use their dictionaries to look up words such as bio-genetics and mechatronics so that you can elicit the meaning of these words from students.

***Suggested Answers:*** ***I am going to be a lawyer in the future and try to bring justice for innocent people. / I'm going to be an architect and design eco-friendly buildings for people.***




**2. Work in pairs. Imagine that you are on the phone with one of your high school friends. Prepare a dialogue explaining your future plans.**

**(F1, F3, S1)**

Tell your students that they are now a university graduate and on the phone with a friend. And ask them to work in pairs to explain their future plans such as their profession and their responsibilities for that job on the phone to a high school friend who will also do the same thing on the phone. After they act out their dialogue, you can ask the class to choose the best dialogue.

***Suggested Answers:***

***Student A: Hello, B. I have been thinking about my future plans for a while. I have different plans. What about you?***

***Student B: Well, I'm planning to become a doctor. I'm going to study medicine.***

***Student A: Oh, wow. I hope you will. I want to be a teacher. I'm going to study English language education.***

**NOTES**

### 3. Discussion Time

**(F1, S1)**

This exercise is designed to enable students to engage actively in the language learning process by talking about their future career plans and their opinions on which jobs will be popular in the future. You can have them discuss these questions in pairs, groups, or individually.

Using discussions in class allows teachers to stimulate critical thinking. Challenge your students to think critically and to articulate their ideas more clearly and respect different ideas.

### 4. Work in pairs. Read the following statement. What does it mean? Do you agree or disagree? Why / Why not?

**(F1)**

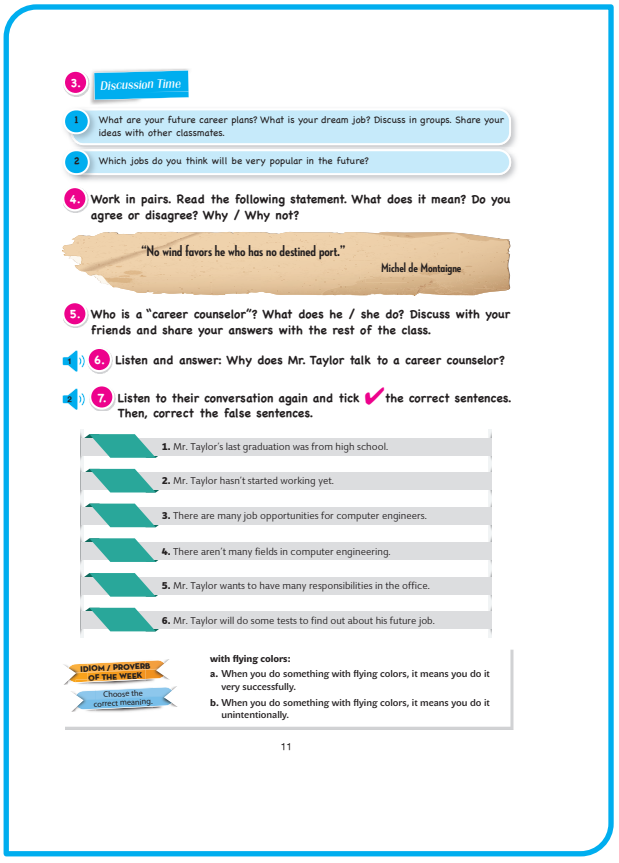
This exercise aims to allow students to interact with an authentic saying so that they can be exposed to authentic language about a different aspect of the theme of the unit and express their opinion about jobs and how to choose a future career. Working in pairs enables students to communicate with their partners and share their opinions. You can also ask students to write their own quote about the theme "Future Jobs" after you have discussed the quote with the class.

***Answer Key:** If a person doesn't have an aim in advance, that person can't be successful in the end.*

### 5. Who is a "career counselor"? What does he / she do? Discuss with your friends and share your answers with the rest of the class.

**(F1)**

This exercise aims to activate schemata of students so that they get familiar with a foreign concept that will appear in their listening exercise. Ask students to discuss and predict the meaning of "career counselor". After the discussion, elicit some answers. After that, you explain them that a career counselor is a professional who gives advice to people about which career path would be suitable to follow based on some scientific data that they collect by doing some tests such as aptitude, interests, etc.



3. Discussion Time

1. What are your future career plans? What is your dream job? Discuss in groups. Share your ideas with other classmates.

2. Which jobs do you think will be very popular in the future?

4. Work in pairs. Read the following statement. What does it mean? Do you agree or disagree? Why / Why not?

"No wind favors he who has no destined port."
Michel de Montaigne

5. Who is a "career counselor"? What does he / she do? Discuss with your friends and share your answers with the rest of the class.

6. Listen and answer: Why does Mr. Taylor talk to a career counselor?

7. Listen to their conversation again and tick ✔ the correct sentences. Then, correct the false sentences.

1. Mr. Taylor's last graduation was from high school.
2. Mr. Taylor hasn't started working yet.
3. There are many job opportunities for computer engineers.
4. There aren't many fields in computer engineering.
5. Mr. Taylor wants to have many responsibilities in the office.
6. Mr. Taylor will do some tests to find out about his future job.

IDIOM / PROVERB OF THE WEEK
Choose the correct meaning.

with flying colors:
a. When you do something with flying colors, it means you do it very successfully.
b. When you do something with flying colors, it means you do it unintentionally.

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### 6. Listen and answer: Why does Mr. Taylor talk to a career counselor?

**(F1, F2, L1)**

Before the listening, you can ask students to predict the profession, age, and interests of Mr. Taylor so that they can create a mental image of this person, which might help them to feel more involved in the listening. Also, you can ask students to predict the answer of this question before they listen so that they can compare their prediction with the listening to see if they predicted correctly.

**Tapescript 1**

**Career counselor:** Good afternoon, Mr. Taylor. Please have a seat.

**Client:** Good morning. Thank you.

**Career counselor:** So, you've come to our firm because you want to find out which career is the best for you.

**Client:** Yes, I have. I will graduate from university in a month and I don't want to make a mistake about my first job. I need some guidance about my future job.

**Career counselor:** I understand. You know some students are going to be teachers, some

are going to be doctors and some are going to be fashion designers. But the most important thing is what they would like to be. What are you going to do in your future career?

**Client:** Uhm, I'm not sure about that.

**Career counselor:** Then, let's go step by step, Mr. Taylor. What is your department at college?

**Client:** Computer Engineering. And I'll graduate with flying colors. I am the best student in the whole department.

**Career counselor:** I see. There are many alternatives available to you in your field, Mr. Taylor. Don't you think so?

**Client:** Yes, yes I know. But, I am not sure I want to be a programmer. It doesn't sound fun. I'm not sure if I want to be an employee in a firm. I don't want to have too many responsibilities. I think I won't like it.

**Career counselor:** Hmm. I guess you want something with more creativity in it. But, you know that there are many fields in computer engineering such as writing applications of all kinds, writing programs for computer games. You can specialize in hardware or software.

**Client:** I know, but it looks all the same to me. I feel like I'll get bored.

**Career counselor:** Really? Because the digital world and computers are always developing, and always changing. They're going to be very popular in the upcoming years. Besides, most computer engineers have very good incomes.

**Client:** That's right, but still ...

**Career counselor:** OK, Mr. Taylor. I see you don't feel comfortable about starting your career as a computer engineer, so I'm not going to bother you. I'm glad you've come to us then because now, as your counselor, I can look at other career opportunities for you and also, find out about your qualifications and skills. In addition, we're going to look at what inspires and motivates you: A high salary? A peaceful workplace? We have many tests to do that. Of course, it isn't going to be easy; it's going to take some time. However, it will be worth it as Michel de Montaigne said "No wind favors he who has no destined port." We have to find your target.

**Client:** Great. When can we start?

**Career counselor:** Well, we can start tomorrow if you're available.

**Client:** Yes, sure. I am free after nine a. m.

**Career counselor:** Perfect. Shall we say 9.30, then?

**Client:** OK. I'll see you at 9.30 tomorrow!

***Suggested Answers:*** ***Career counselors focus on issues such as career exploration, career change, personal career development and other career related issues.***

***Answer Key:*** ***He wants to find out which career is the most suitable / best for him.***

**7. Listen to their conversation again and tick (✔) the correct sentences. Then, correct the false sentences.**

**(F1, F2, L1)**

Tell students that they will be listening to the same conversation again. Before they do that, in order to increase motivation and curiosity, you can ask students to read the sentences and make their own predictions about the correct answer for the statements so that they can compare their answers with the correct ones after the listening.

**Tapescript 2**

It is the same as Tapescript 1.

***Answer Key:***

***1. T***

***2. T***

***3. T***

***4. F (There are many alternatives in this field.)***

***5. F (He doesn't want any responsibilities.)***

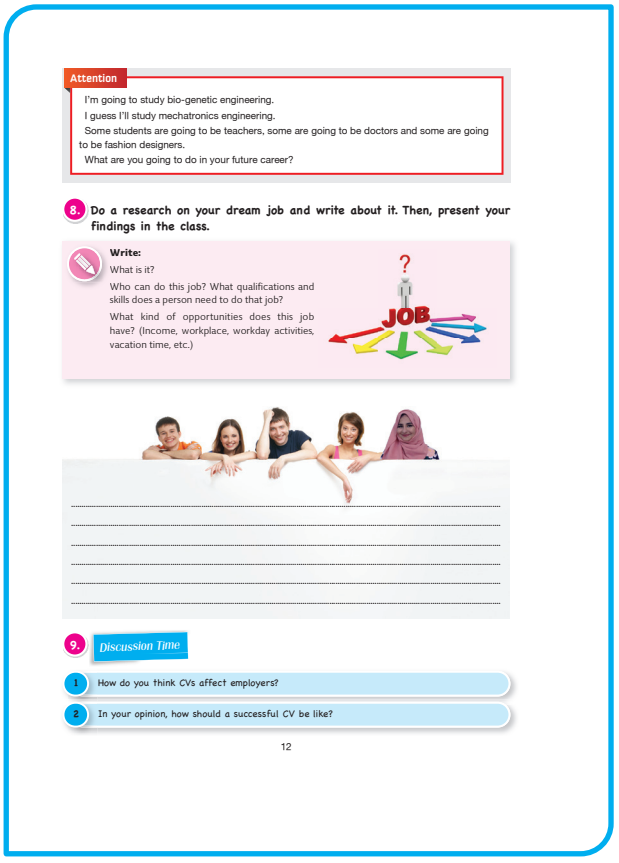
***6. T***

## IDIOM / PROVERB OF THE WEEK

Ask students if they know what "idiom / proverb" means. Elicit answers from students individually. Then, give some examples such as "Let the cat out of the bag." explaining that it doesn't really mean taking an actual cat out of a bag, but revealing secrets. Then, ask them if they know anything similar in Turkish.

Remind students that each theme includes idioms and / or proverbs that have figurative meanings. Then, tell them they have come across this idiom / proverb in the listening part. You may write on the board the sentence from the listening: "I'll graduate with flying colors." and ask them what it means. After that, you can elicit answers from the students.

***Answer Key:*** ***a***


Attention

I'm going to study bio-genetic engineering.
I guess I'll study mechatronics engineering.
Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers.
What are you going to do in your future career?

8. Do a research on your dream job and write about it. Then, present your findings in the class.

Write:
What is it?
Who can do this job? What qualifications and skills does a person need to do that job?
What kind of opportunities does this job have? (Income, workplace, workday activities, vacation time, etc.)

JOB

9. Discussion Time

1 How do you think CVs affect employers?
2 In your opinion, how should a successful CV be like?

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## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading exercises. Tell your students to open page 143 and do the exercises.

## 8. Do a research on your dream job and write about it. Then, present your findings in the class.

**(F1)**

This exercise aims to allow students to synthesize the knowledge they have been exposed to so far by internalizing it so that the learning process becomes a part of their personal experience. Before they do a research on their dream jobs, you can enable students to discuss what it is among themselves before they make their final decision. Tell them to use the prompts given so that the organization of their research can be coherent.

***Answer Key:*** ***Students' own answers***

## 9. Discussion Time

This exercise allows students to get familiar with the concept of CV. You can show your own CV in class, which may help activate schemata of students. After that, they can discuss the ways a successful CV affects employers and the features of a successful CV.

**NOTES**

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**10. Read the job ads below and CVs on page 14 and match the appropriate ads with CVs.**

**(R1)**

Tell students to read the job ads to match with the appropriate CVs on the next page. After the exercise, you can also ask students which CV they liked better and / or which job ad is more attractive for them.

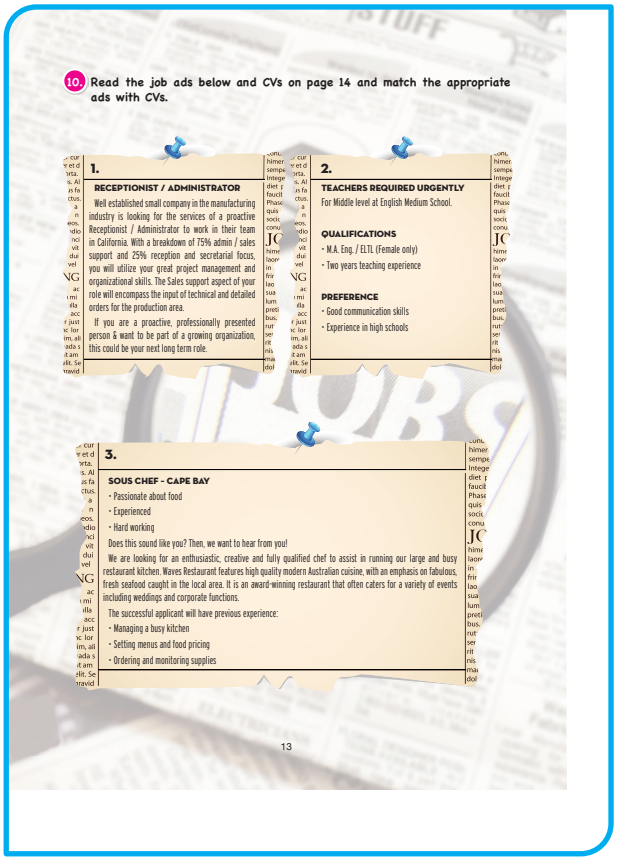
***Answer Key:***

***1. No CV is appropriate for this job ad.***

***2. Jessica Bloom.***

***3. John Parrot***

**NOTES**



10. Read the job ads below and CVs on page 14 and match the appropriate ads with CVs.

**1.**

**RECEPTIONIST / ADMINISTRATOR**

Well established small company in the manufacturing industry is looking for the services of a proactive Receptionist / Administrator to work in their team in California. With a breakdown of 75% admin / sales support and 25% reception and secretarial focus, you will utilize your great project management and organizational skills. The Sales support aspect of your role will encompass the input of technical and detailed orders for the production area.

If you are a proactive, professionally presented person & want to be part of a growing organization, this could be your next long term role.

**2.**

**TEACHERS REQUIRED URGENTLY**

For Middle level at English Medium School.

**QUALIFICATIONS**

- M.A. Eng. / ELTL (Female only)
- Two years teaching experience

**PREFERENCE**

- Good communication skills
- Experience in high schools

**3.**

**SOUS CHEF - CAPE BAY**

- Passionate about food
- Experienced
- Hard working

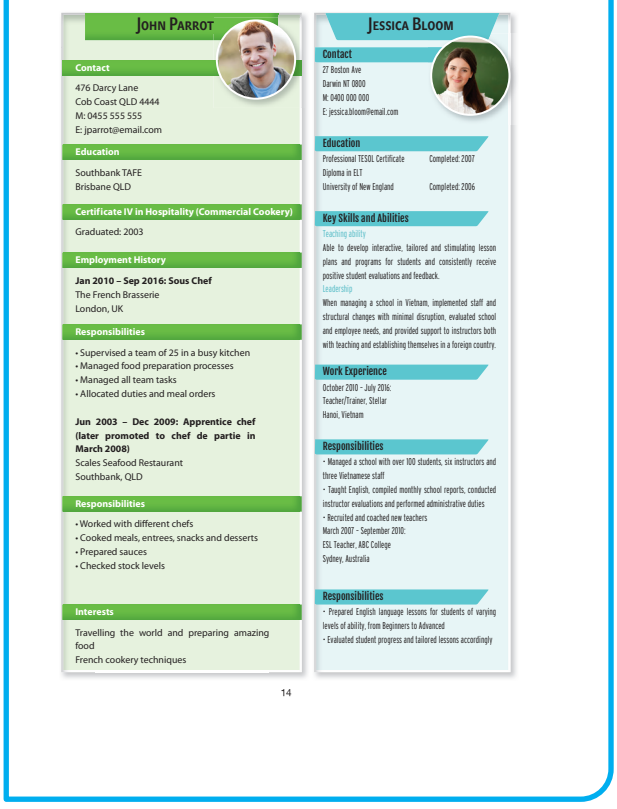
Does this sound like you? Then, we want to hear from you!

We are looking for an enthusiastic, creative and fully qualified chef to assist in running our large and busy restaurant kitchen. Waves Restaurant features high quality modern Australian cuisine, with an emphasis on fabulous, fresh seafood caught in the local area. It is an award-winning restaurant that often caters for a variety of events including weddings and corporate functions.

The successful applicant will have previous experience:

- Managing a busy kitchen
- Setting menus and food pricing
- Ordering and monitoring supplies

13



**JOHN PARROT**

**Contact**

476 Darcy Lane
Cob Coast QLD 4444
M: 0455 555 555
E: jparrot@email.com

**Education**

Southbank TAFE
Brisbane QLD

**Certificate IV in Hospitality (Commercial Cookery)**

Graduated: 2003

**Employment History**

**Jan 2010 – Sep 2016: Sous Chef**
The French Brasserie
London, UK

**Responsibilities**

- Supervised a team of 25 in a busy kitchen
- Managed food preparation processes
- Managed all team tasks
- Allocated duties and meal orders

**Jun 2003 – Dec 2009: Apprentice chef (later promoted to chef de partie in March 2008)**
Scales Seafood Restaurant
Southbank, QLD

**Responsibilities**

- Worked with different chefs
- Cooked meals, entrees, snacks and desserts
- Prepared sauces
- Checked stock levels

**Interests**

Travelling the world and preparing amazing food
French cookery techniques

**JESSICA BLOOM**

**Contact**

27 Boston Ave
Darwin NT 0800
M: 0400 000 000
E: jessica.bloom@email.com

**Education**

Professional TESOL Certificate — Completed: 2007
Diploma in ELT
University of New England — Completed: 2006

**Key Skills and Abilities**

Teaching ability

Able to develop interactive, tailored and stimulating lesson plans and programs for students and consistently receive positive student evaluations and feedback.

Leadership

When managing a school in Vietnam, implemented staff and structural changes with minimal disruption, evaluated school and employee needs, and provided support to instructors both with teaching and establishing themselves in a foreign country.

**Work Experience**

October 2010 – July 2016:
Teacher/Trainer, Stellar
Hanoi, Vietnam

**Responsibilities**

- Managed a school with over 100 students, six instructors and three Vietnamese staff
- Taught English, compiled monthly school reports, conducted instructor evaluations and performed administrative duties
- Recruited and coached new teachers

March 2007 – September 2010:
ESL Teacher, ABC College
Sydney, Australia

**Responsibilities**

- Prepared English language lessons for students of varying levels of ability, from Beginners to Advanced
- Evaluated student progress and tailored lessons accordingly

14

**11. Read the job ads and CVs quickly and answer the following questions.**

**(R1)**

Tell students to read the job ads and tell them that now, they will be reading the CVs and the job ads for specific information. You can divide the class into 4 or 5 teams and the one who finishes the first with the most correct answers can get a big applause from the rest of the class.

***Answer Key:***

***1. Teachers Required Urgently***
***2. Sous Chef Cape Bay***
***3. Receptionist / Administrator***
***4. John Parrot***
***5. Jessica Bloom***
***6. Students' own answers***
***7. Students' own answers***

**12. Work in pairs. Look at the CV below and make predictions about the future career of this person. Use the prompts.**

**(F1, R1)**

Tell students that they will be looking at another sample CV so that they can predict what the owner of the CV can do with her career in the future. Tell students to use the prompts to help them develop their ideas. Also, you can ask students to look up the words they don't know in a dictionary.

***Answer Key:*** ***Students' own answers***

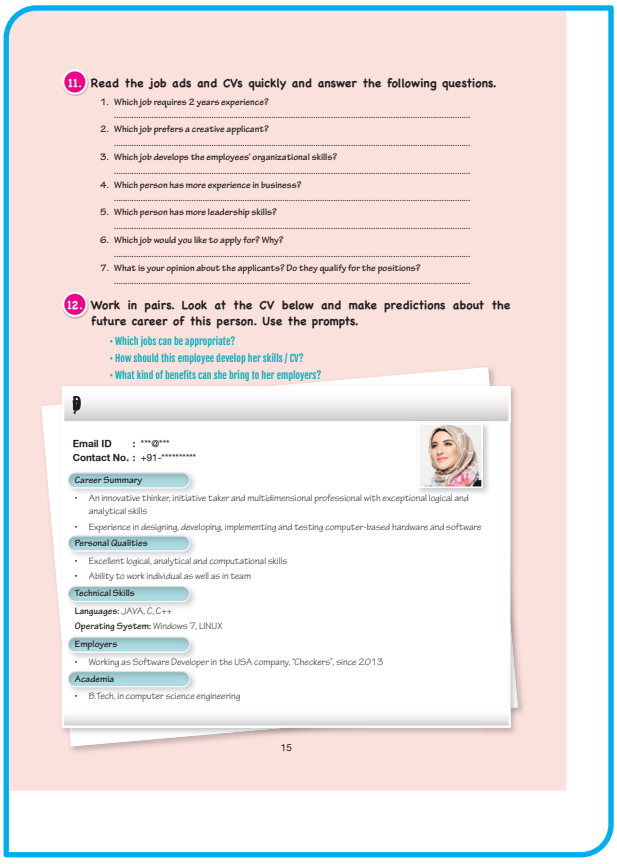
**E-Portfolio**

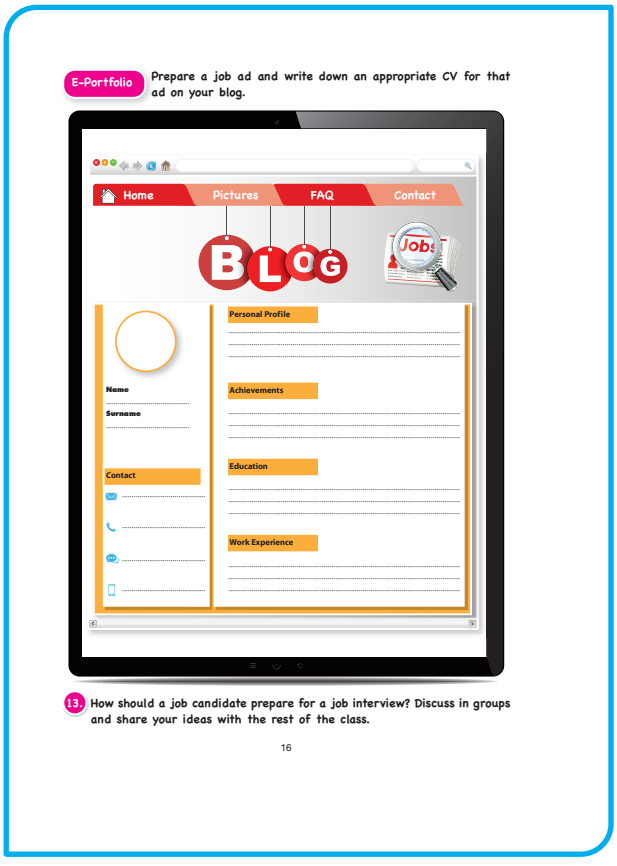
**Prepare a job ad and write down an appropriate CV for that ad on your blog.**

**(W1)**

E-portfolios are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Tell students that they will be preparing a job ad and a suitable CV for that job ad, which will then be shared on their blog. If students have no access to technology required to do so, ask them to submit their work in printed version.


11. Read the job ads and CVs quickly and answer the following questions.
1. Which job requires 2 years experience?
2. Which job prefers a creative applicant?
3. Which job develops the employees' organizational skills?
4. Which person has more experience in business?
5. Which person has more leadership skills?
6. Which job would you like to apply for? Why?
7. What is your opinion about the applicants? Do they qualify for the positions?
12. Work in pairs. Look at the CV below and make predictions about the future career of this person. Use the prompts.
• Which jobs can be appropriate?
• How should this employee develop her skills / CV?
• What kind of benefits can she bring to her employers?
Email ID : ***@***
Contact No. : +91-**********
Career Summary
• An innovative thinker, initiative taker and multidimensional professional with exceptional logical and analytical skills
• Experience in designing, developing, implementing and testing computer-based hardware and software
Personal Qualities
• Excellent logical, analytical and computational skills
• Ability to work individual as well as in team
Technical Skills
Languages: JAVA, C, C++
Operating System: Windows 7, LINUX
Employers
• Working as Software Developer in the USA company, "Checkers", since 2013
Academia
• B.Tech. in computer science engineering
15


E-Portfolio Prepare a job ad and write down an appropriate CV for that ad on your blog.
Home
Pictures
FAQ
Contact
BLOG
Jobs
Name
Surname
Contact
Personal Profile
Achievements
Education
Work Experience
13. How should a job candidate prepare for a job interview? Discuss in groups and share your ideas with the rest of the class.
16

**13. How should a job candidate prepare before a job interview? Discuss in groups and share your ideas with the rest of the class.**

**(F1, S1)**

Ask students if they know what a job interview is. If they don't, tell them to make predictions. After you elicit answers from the students, explain them the concept and then, divide them into groups so that they can discuss how a job candidate should prepare for a job interview.

***Answer Key:* Students' own answers**

**14. Listen to the telephone conversation between a Human Resources Employee and a job candidate and complete the dialogue with the phrases in the box.**

**(F2, F3, L1)**

Before the listening, you can explain students what a human resources employee does and ask them if they would like to work as one so that they become familiar with the topic of the listening. Then, you can ask them to complete the dialogue before listening so that they can check their answers with the listening.

**Tapescript 3**

**Stella Stone:** Good morning. How may I help you?

**Mehmet:** Good morning. May I speak to Stella Stone, please?

**Stella Stone:** This is Stella speaking.

**Mehmet:** Hi. I was wondering if I could meet you for the engineering position this week.

**Stella Stone:** Let me check this week's schedule. Hold on a moment, please.

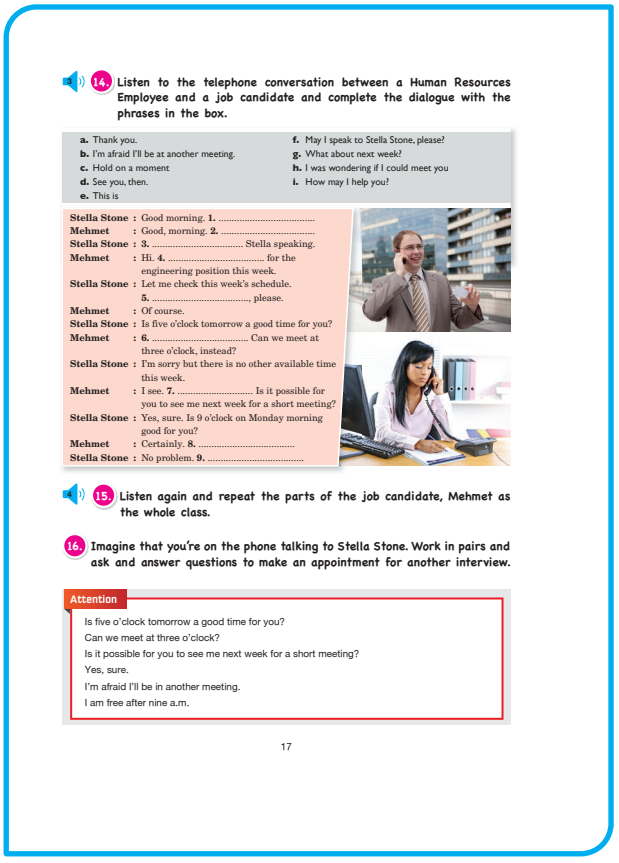
**Mehmet:** Of course.

**Stella Stone:** Is five o'clock tomorrow a good time for you?

**Mehmet:** I'm afraid I'll be at another meeting. Can we meet at three o'clock, instead?

**Stella Stone:** I'm sorry, but there is no other available time this week.

**Mehmet:** I see. What about next week? Is it possible for you to see me next week for a short meeting?



14. Listen to the telephone conversation between a Human Resources Employee and a job candidate and complete the dialogue with the phrases in the box.

a. Thank you.
b. I'm afraid I'll be at another meeting.
c. Hold on a moment
d. See you, then.
e. This is
f. May I speak to Stella Stone, please?
g. What about next week?
h. I was wondering if I could meet you
i. How may I help you?

Stella Stone : Good morning. 1. .....
Mehmet : Good, morning. 2. .....
Stella Stone : 3. ..... Stella speaking.
Mehmet : Hi. 4. ..... for the engineering position this week.
Stella Stone : Let me check this week's schedule. 5. ....., please.
Mehmet : Of course.
Stella Stone : Is five o'clock tomorrow a good time for you?
Mehmet : 6. ..... Can we meet at three o'clock, instead?
Stella Stone : I'm sorry but there is no other available time this week.
Mehmet : I see. 7. ..... Is it possible for you to see me next week for a short meeting?
Stella Stone : Yes, sure. Is 9 o'clock on Monday morning good for you?
Mehmet : Certainly. 8. .....
Stella Stone : No problem. 9. .....

15. Listen again and repeat the parts of the job candidate, Mehmet as the whole class.

16. Imagine that you're on the phone talking to Stella Stone. Work in pairs and ask and answer questions to make an appointment for another interview.

Attention

Is five o'clock tomorrow a good time for you?
Can we meet at three o'clock?
Is it possible for you to see me next week for a short meeting?
Yes, sure.
I'm afraid I'll be in another meeting.
I am free after nine a.m.

17

**Stella Stone:** Yes, sure. Is 9 o'clock on Monday morning good for you?

**Mehmet:** Certainly. Thank you.

**Stella Stone:** No problem. See you, then.

***Answer Key:* 1. i, 2. f, 3. e, 4. h, 5. c, 6. b, 7. g, 8. a, 9. d**

**15. Listen again and repeat the parts of the job candidate, Mehmet as the whole class.**

**(P1)**

Tell students that they will be acting as Mehmet. Rehearse it before you start the listening with the first few lines of the dialogue. Then, start the dialogue. After they finish the exercise, ask them if they liked it or not and tell them to give reasons for their answers. While they do this exercise, they innately practice the pronunciation of contractions, which prepares them for the following pronunciation exercises.

**Tapescript 4**

It is the same as Tapescript 3.

### 16. Imagine that you're on the phone talking to Stella Stone. Work in pairs and ask and answer questions to make an appointment for another interview.

**(F2, F3, S2)**

Tell your students that they will be working in pairs to prepare a dialogue in which they will be talking to each other on the phone making an appointment.

This exercise is not only a speaking, but also a listening exercise. As it is stated in Common European Framework for References, "In interaction at least two individuals participate in an oral exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously." (2.1.3, Language activities on page 14), students will interact to receive and produce utterances.

### ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading exercises. Tell your students to open page 143 and do the exercises.

### 17. Listen to the following couples of sentences and circle the one you hear.

**(P1)**

Do not give any explanatory information about this exercise; just tell students to read the instruction and play the tape when they are ready. Doing so will enable learners to self-discover the differences in the pronunciation of some modal verbs for future such as "will" and "be going to". After they complete the exercise, tell them that in spoken language, contracted forms of future modal verbs are used, which makes the language flow and more natural.

**Tapescript 5**

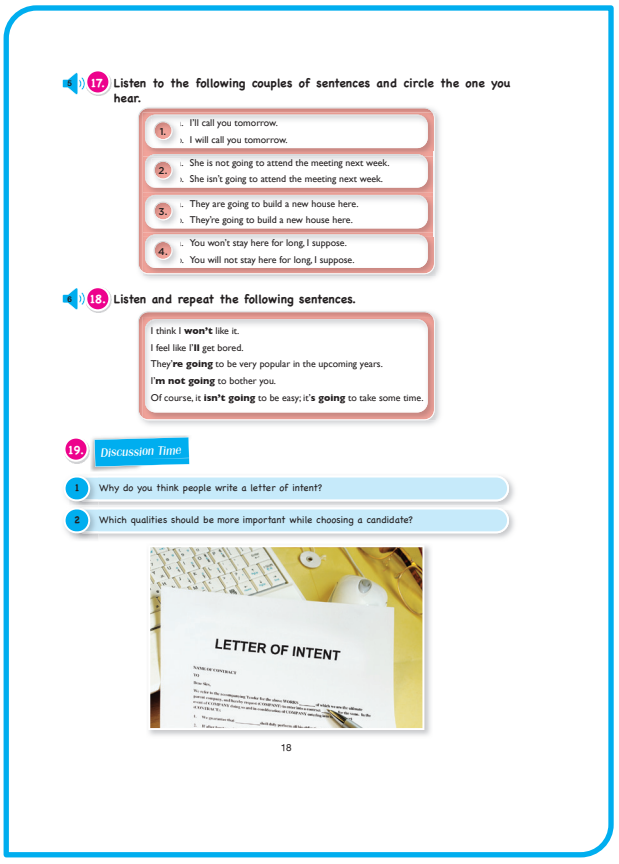
**1.** I'll call you tomorrow.

**2.** She isn't going to attend the meeting next week.

**3.** They're going to build a new house here.

**4.** You won't stay here for long, I suppose.

***Answer Key:*** ***1. a, 2. b, 3. b, 4. a***


17. Listen to the following couples of sentences and circle the one you hear.

1. a. I'll call you tomorrow.
   b. I will call you tomorrow.
2. a. She is not going to attend the meeting next week.
   b. She isn't going to attend the meeting next week.
3. a. They are going to build a new house here.
   b. They're going to build a new house here.
4. a. You won't stay here for long, I suppose.
   b. You will not stay here for long, I suppose.

18. Listen and repeat the following sentences.

I think I **won't** like it.
I feel like I'**ll** get bored.
They'**re going** to be very popular in the upcoming years.
I'**m not going** to bother you.
Of course, it **isn't going** to be easy; it's **going** to take some time.

19. Discussion Time

1. Why do you think people write a letter of intent?
2. Which qualities should be more important while choosing a candidate?




18

### 18. Listen and repeat the following sentences.

**(P1)**

This exercise aims to allow students practice the contracted forms of future modals so that their fluency increases. You can also do this exercise by dividing the class into groups and / or male and female groups to make the exercise more fun.

**Tapescript 6**

I think I won't like it.

I feel like I'll get bored.

They're going to be very popular in the upcoming years.

I'm not going to bother you.

Of course, it isn't going to be easy; it's going to take some time.

### 19. Discussion Time

**(R1)**

This exercise is designed to familiarize students with the concept of "letter of intent" that will be analyzed in the upcoming reading exercise. Therefore, it might be a good idea to start with eliciting answers about the meaning of the concept. After it becomes clear, students might be asked to discuss the questions about the purpose of the letter and how it could be more effective.

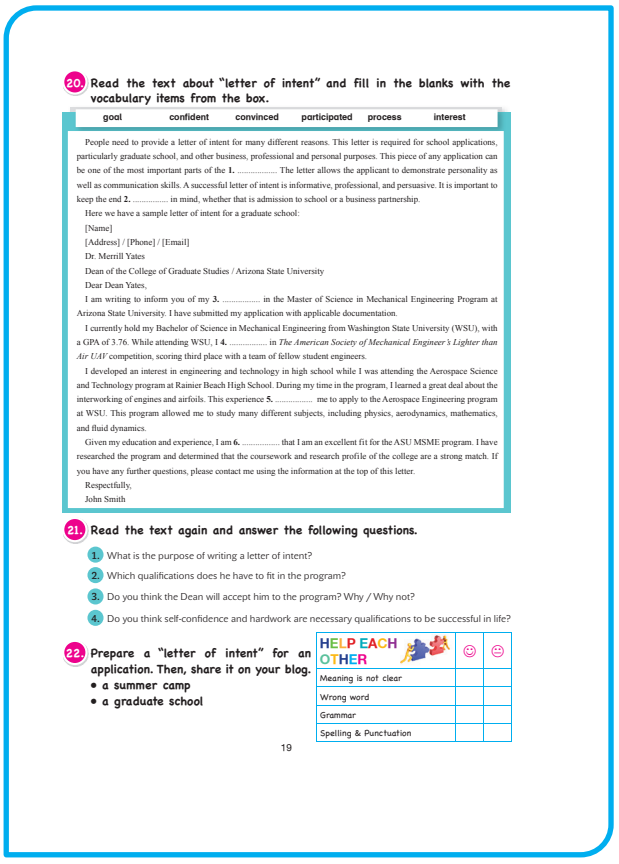
**20. Read the text about "letter of intent" and fill in the blanks with the vocabulary items from the box.**

**(R1, W1)**

Tell students to read the text first and fill in the blanks with the vocabulary items from the box. Ask them not to use their dictionaries so that they can guess the meanings of the words. After they complete the exercise, tell them to exchange their books with the person sitting next to them. Then, share the correct answers with them. This will give them the opportunity to practice peer-correction, which will help them to learn from each other.

***Answer Key:***

***1. process***
***2. goal***
***3. interest***
***4. participated***
***5. convinced***
***6. confident***



20. Read the text about "letter of intent" and fill in the blanks with the vocabulary items from the box.

| goal | confident | convinced | participated | process | interest |
|---|---|---|---|---|---|

People need to provide a letter of intent for many different reasons. This letter is required for school applications, particularly graduate school, and other business, professional and personal purposes. This piece of any application can be one of the most important parts of the **1.** ..... The letter allows the applicant to demonstrate personality as well as communication skills. A successful letter of intent is informative, professional, and persuasive. It is important to keep the end **2.** ..... in mind, whether that is admission to school or a business partnership.

Here we have a sample letter of intent for a graduate school:

[Name]
[Address] / [Phone] / [Email]
Dr. Merrill Yates
Dean of the College of Graduate Studies / Arizona State University
Dear Dean Yates,

I am writing to inform you of my **3.** ..... in the Master of Science in Mechanical Engineering Program at Arizona State University. I have submitted my application with applicable documentation.

I currently hold my Bachelor of Science in Mechanical Engineering from Washington State University (WSU), with a GPA of 3.76. While attending WSU, I **4.** ..... in *The American Society of Mechanical Engineer's Lighter than Air UAV* competition, scoring third place with a team of fellow student engineers.

I developed an interest in engineering and technology in high school while I was attending the Aerospace Science and Technology program at Rainier Beach High School. During my time in the program, I learned a great deal about the interworking of engines and airfoils. This experience **5.** ..... me to apply to the Aerospace Engineering program at WSU. This program allowed me to study many different subjects, including physics, aerodynamics, mathematics, and fluid dynamics.

Given my education and experience, I am **6.** ..... that I am an excellent fit for the ASU MSME program. I have researched the program and determined that the coursework and research profile of the college are a strong match. If you have any further questions, please contact me using the information at the top of this letter.

Respectfully,
John Smith

21. Read the text again and answer the following questions.

1. What is the purpose of writing a letter of intent?
2. Which qualifications does he have to fit in the program?
3. Do you think the Dean will accept him to the program? Why / Why not?
4. Do you think self-confidence and hardwork are necessary qualifications to be successful in life?

22. Prepare a "letter of intent" for an application. Then, share it on your blog.
- a summer camp
- a graduate school

| HELP EACH OTHER | ☺ | ☺ |
|---|---|---|
| Meaning is not clear | | |
| Wrong word | | |
| Grammar | | |
| Spelling & Punctuation | | |

19

**21. Read the text again and answer the following questions.**

**(R1)**

This exercise allows students to read the text in detail to find specific information and get more familiar with the jargon used in more professional and academic settings such as when writing a letter of intent. You can also tell students that they might need to write a letter of intent themselves and therefore, this one could be used as a rubric for them. You can use the peer-correction technique here as well.

***Answer Key:***

***1. For school applications (especially for graduate school), other business, professional and personal purposes.***

***2. He has a Bachelor's of Science in Mechanical Engineering from Washington State University with a GPA of 3.75. He has scored third place with his team in the American Society of Mechanical Engineer's Lighter than Air UAV competition.***

***3. Student's own answers***

***4. Student's own answers***

**22. Prepare a "letter of intent" for an application. Then, share it on your blog.**

**• a summer camp**

**• a graduate school**

**(W1)**

Tell students that they will write a letter of intent. This exercise enables students to synthesize what they have learned so far, allowing them to produce target language skills by both comprehending and writing a letter of intent.

***Answer Key:*** ***Students' own answers***

**HELP EACH OTHER**

Tell your students to work in pairs and read their friend's biographies to give them feedback by using the mini-rubric. While evaluating their friend's work, remind them that they are expected to consider justice and fairness. They shouldn't criticize harshly but they should give constructive feedback to develop their friend's English.

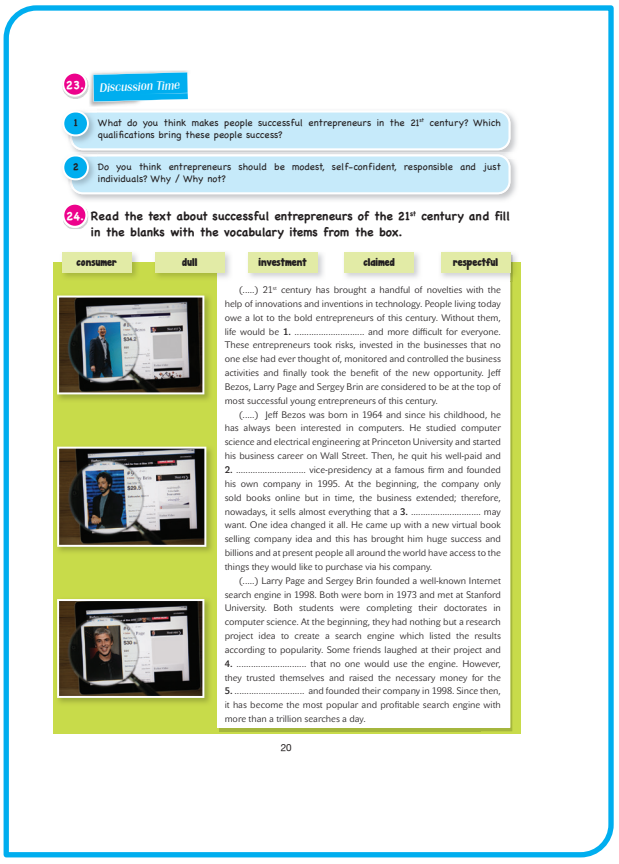
## 23. Discussion Time

This exercise allows students to get familiar with the concept of entrepreneurship. You can talk about successful entrepreneurs from Türkiye such as Nevzat Aydın, the founder of the first meal order website in Türkiye and Taner Aksoy, the founder of an online shopping website in Türkiye, which may help activate schemata of students. After that, they can discuss the qualities of successful entrepreneurs.

## 24. Read the text about successful entrepreneurs of the 21st century and fill in the blanks with the vocabulary items from the box.

**(R2)**

Tell students to read the text first and fill in the blanks with the vocabulary items from the box. Ask them not to use their dictionaries so that they can guess the meanings of the words. After they complete the exercise, tell them to exchange their books with the person sitting next to them. Then, share the correct answers with them. This will give them the opportunity to practice peer-correction, which will help them to learn from each other.



23. Discussion Time

1. What do you think makes people successful entrepreneurs in the 21st century? Which qualifications bring these people success?
2. Do you think entrepreneurs should be modest, self-confident, responsible and just individuals? Why / Why not?

24. Read the text about successful entrepreneurs of the 21st century and fill in the blanks with the vocabulary items from the box.

consumer | dull | investment | claimed | respectful

(.....) 21st century has brought a handful of novelties with the help of innovations and inventions in technology. People living today owe a lot to the bold entrepreneurs of this century. Without them, life would be **1.** ..... and more difficult for everyone. These entrepreneurs took risks, invested in the businesses that no one else had ever thought of, monitored and controlled the business activities and finally took the benefit of the new opportunity. Jeff Bezos, Larry Page and Sergey Brin are considered to be at the top of most successful young entrepreneurs of this century.

(.....) Jeff Bezos was born in 1964 and since his childhood, he has always been interested in computers. He studied computer science and electrical engineering at Princeton University and started his business career on Wall Street. Then, he quit his well-paid and **2.** ..... vice-presidency at a famous firm and founded his own company in 1995. At the beginning, the company only sold books online but in time, the business extended; therefore, nowadays, it sells almost everything that a **3.** ..... may want. One idea changed it all. He came up with a new virtual book selling company idea and this has brought him huge success and billions and at present people all around the world have access to the things they would like to purchase via his company.

(.....) Larry Page and Sergey Brin founded a well-known Internet search engine in 1998. Both were born in 1973 and met at Stanford University. Both students were completing their doctorates in computer science. At the beginning, they had nothing but a research project idea to create a search engine which listed the results according to popularity. Some friends laughed at their project and **4.** ..... that no one would use the engine. However, they trusted themselves and raised the necessary money for the **5.** ..... and founded their company in 1998. Since then, it has become the most popular and profitable search engine with more than a trillion searches a day.

20

***Answer Key:***

***1. dull***
***2. respectful***
***3. consumer***
***4. claimed***
***5. investment***

**NOTES**

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**NOTES**

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### 25. Answer the following questions.

**(R2)**

This exercise allows students to read the text in detail to find specific information in the text. When students answer the questions, ask them to check their peer's answers before eliciting the answers.

***Answer Key:***

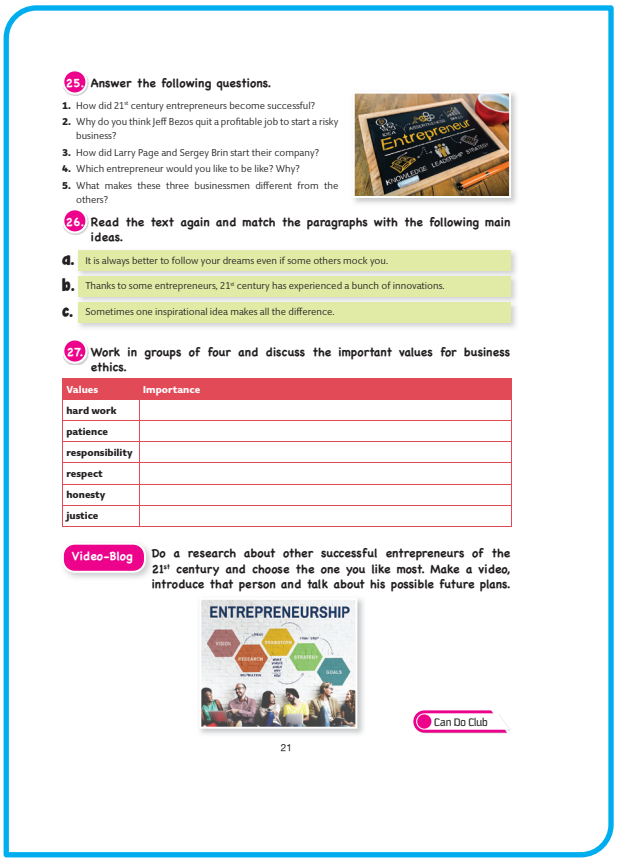
***1. They took risks, invested in the business that no one else had ever thought of, monitored and controlled the business activities and finally took the benefit of the new opportunity.***

***2. He decided to change his regular and busy career on Wall Street.***

***3. They trusted themselves and raised the necessary money for the investment.***

***4. Students' own answers.***

***5. They all have different ideas from the others, they work hard, trust themselves, and never give up.***



25. Answer the following questions.

1. How did 21st century entrepreneurs become successful?
2. Why do you think Jeff Bezos quit a profitable job to start a risky business?
3. How did Larry Page and Sergey Brin start their company?
4. Which entrepreneur would you like to be like? Why?
5. What makes these three businessmen different from the others?



26. Read the text again and match the paragraphs with the following main ideas.

a. It is always better to follow your dreams even if some others mock you.
b. Thanks to some entrepreneurs, 21st century has experienced a bunch of innovations.
c. Sometimes one inspirational idea makes all the difference.

27. Work in groups of four and discuss the important values for business ethics.

| Values | Importance |
|---|---|
| hard work | |
| patience | |
| responsibility | |
| respect | |
| honesty | |
| justice | |

Video-Blog Do a research about other successful entrepreneurs of the 21st century and choose the one you like most. Make a video, introduce that person and talk about his possible future plans.



Can Do Club

21

### 26. Read the text again and match the paragraphs with the following main ideas.

**(R2)**

This exercise allows students to skim the text to find the main ideas of the paragraphs. Tell your students that they need to read and focus on the first and last sentences of the paragraphs to clarify the main idea more easily. When they finish, elicit the answers.

***Answer Key:***

***1st Paragraph: b***
***2nd Paragraph: c***
***3rd Paragraph: a***

### 27. Work in groups of four and discuss the important values for business ethics.

This exercise allows students to evaluate the values considering the business life. With the help of this exercise, students will be aware of the importance of these values which are necessary to be a good person, citizen and employee.

***Suggested Answers:***

***hard work: A good businessman should work hard and never give up.***

***patience: A successful person is patient enough to work hard till the end.***

***responsibility: Employers and employees should act responsibly to promote the success of the institution.***

***respect: There should always be respect to each other and the work done.***

***honesty: Without honesty, there won't be a long-lasting success.***

***justice: Justice is another important feature to create a productive working environment.***

## Video-Blog

**Do a research about other successful entrepreneurs of the 21st century and choose the one you like most. Make a video, introduce that person and talk about his possible future plans.**

**(F1, S1)**

Video blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Ask students to make a video introducing a successful entrepreneur and talking about his or her possible future plans.

Before doing the research, remind your students that anyone can put anything they want on a website. There's no review or screening process and there are no agreed-upon standard ways of identifying subjects and creating cross-references on the Internet so they should remember a few basic guidelines while doing a research:

- Don't rely on the Internet resources, cross-check the information.
- Narrow down your research topic.
- Keep a detailed record of the websites you visited.
- Check if the information is current.

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 139 and fill in the table.

**NOTES**

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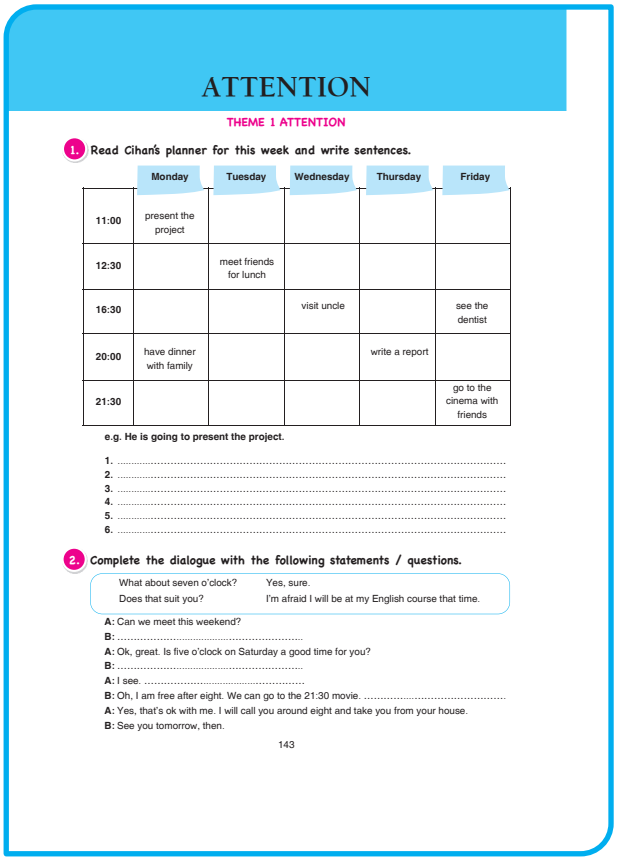

ATTENTION

THEME 1 ATTENTION

**1.** Read Cihan's planner for this week and write sentences.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 11:00 | present the project | | | | |
| 12:30 | | meet friends for lunch | | | |
| 16:30 | | | visit uncle | | see the dentist |
| 20:00 | have dinner with family | | | write a report | |
| 21:30 | | | | | go to the cinema with friends |

e.g. He is going to present the project.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

**2.** Complete the dialogue with the following statements / questions.

What about seven o'clock? — Yes, sure.
Does that suit you? — I'm afraid I will be at my English course that time.

**A:** Can we meet this weekend?
**B:** .....
**A:** Ok, great. Is five o'clock on Saturday a good time for you?
**B:** .....
**A:** I see. .....
**B:** Oh, I am free after eight. We can go to the 21:30 movie. .....
**A:** Yes, that's ok with me. I will call you around eight and take you from your house.
**B:** See you tomorrow, then.

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## THEME 1 ATTENTION ANSWER KEY

**1. Read Cihan's planner for this week and write sentences.**

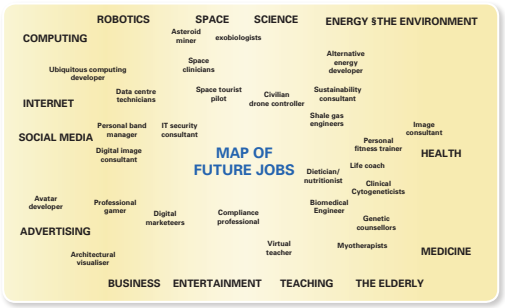
1. He is going to have dinner with his family on Monday.
2. He is going to meet his friends for lunch.
3. He is going to visit his uncle.
4. He is going to write a report.
5. He is going to see the dentist.
6. He is going to go to the cinema with his friends.

**2. Complete the dialogue with the following statements / questions.**

1. Yes, sure.
2. I'm afraid I will be at English course that time.
3. What about seven o'clock?
4. Does that suit you?

# THEME 1 WORKBOOK

**1.** Look at the map of future jobs and answer the questions.




1. Which field has attracted you more? Why?
2. How do you think these jobs may differ from the contemporary jobs?
3. Why do you think people will need a "space tourist pilot" in 50 years?
4. Do you think there will be virtual teachers in the future? Why / Why not?

Students' own answers

**2.** Find other possible future jobs. Choose one of them and present it to your classmates.

Students' own answers

Your Future Job: .....

Characteristics: .....

Necessary Qualifications: .....

Who can do it best: .....



**3.** Read the text and insert the sentences.

a. **Finding out as much as possible about the company is key.**
b. **Very few candidates go the extra mile to research a company's competitors.**
c. **You need to work much harder.**
d. **What are the duties and responsibilities?**
e. **That's a question that every candidate needs to ask themselves before applying to a company.**

Do you think that checking out a company's website is enough to be knowledgeable about a company before heading to a job interview? Simply, No. ……c…… There are certainly four things to research before an interview in order to impress a **prospective** employer:

**1.** The Company. ……a…… Check out the following resources: corporate website, trade magazines, company reports, social media accounts, media articles, and what else people are posting online. Also consider asking friends and **acquaintances** to see what information they can provide you with.

**2.** The Position. The more you know about the position in advance, the better. What type of job is it? Do you know what the **essential** and desirable job requirements are? ……d…… What does the job description say? Who will you report to? All these questions will become very helpful in order to know whether it's really the job you desire.

**3.** The Competitors. ……b…… But that is exactly what would make you **stand out**. Being knowledgeable about the company, the industry and its other key players shows that you take the job and the company seriously.

**4.** The Corporate Culture. You might be able and motivated to do a certain job, but are you also a great cultural fit? ……e…… Social media can give you a lot of **insight**. Check out the company's social media accounts and see if you can spot any pictures, videos, articles in which the company shares their values, team spirit, outside work activities, success stories etc.

**4.** Now, match the underlined vocabulary items with the definitions.

| Vocabulary | | Definition |
|---|---|---|
| (b) 1. prospective | — | a. be different from the others |
| (e) 2. acquaintances | — | b. likely to become or be |
| (d) 3. essential | — | c. the ability to perceive or understand clearly or deeply |
| (a) 4. stand out | — | d. vital, significant, very important |
| (c) 5. insight | — | e. people whom one knows |



**5.** Read the text and fill in the blanks with the activities. The pictures will help you. There are extra activities in the box.

- graduate
- buy a luxury house
- live abroad
- have job interviews
- have a big family
- find a job
- travel around the world
- go on holiday

Hi! I am Neslihan. I am a high school student, and I have many dreams and plans for the future!

First, I will graduate from high school and start university. Then, hopefully, I will have job interviews in different companies and then, am going to find a job in a big firm. I hope I will be a successful lawyer. I'm sure my family will be very happy! After that, I guess I will get married and will have a big family because I love large families. Later on, my husband and I will buy a luxury house and live there with our children. But, first I should finish high school. ☺ Now, I should go because my parents and I are having dinner at a restaurant!

**6.** Now, write about your future plans.

Students' own answers



**7.** Work in pairs and write a dialogue to make an appointment. Also, use the following phrases. Then, role-play.

- Is five o'clock tomorrow a good time for you?
- Can we meet at three o'clock?
- Yes, sure.
- I'm afraid I'll be in another meeting.
- I am free after nine a.m.

Students' own answers

**8.** Look at the pictures and make predictions about what is going to happen.

a. The glass is going to break.

b. The dog is going to bite him.

c. The student is going to be unhappy.

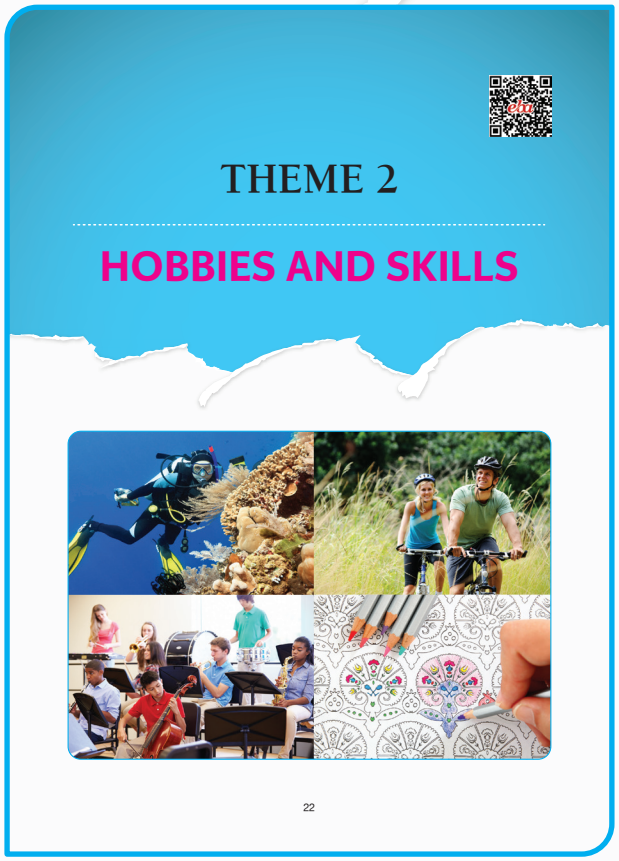
d. She is going to be delighted.

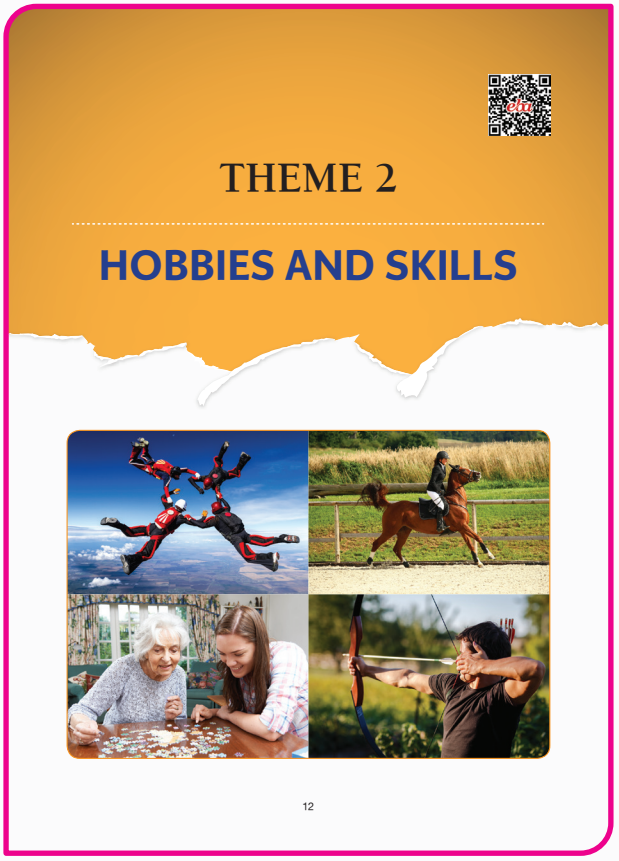
e. The car is going to fall in the hole.

f. They are going to go home.

# THEME 2

# HOBBIES AND SKILLS



**FUNCTIONS (F)**

**F1** Expressing likes, dislikes and interests

**F2** Expressing preferences

**F3** Talking about present and past abilities

**SKILLS**

**Listening (L)**

**L1** Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.

**Pronunciation (P)**

**P1** Students will be able to pronounce plural and third person "–s" sounds.

**Speaking (S)**

**S1** Students will be able to take part in a dialogue about likes, dislikes, interests and preferences.

**S2** Students will be able to ask and answer questions about their present and past abilities.

**Reading (R)**

**R1** Students will be able to identify lexis and expressions related to past abilities in a text.

**R2** Students will be able to paraphrase information in a text about people's choices.

**Writing (W)**

**W1** Students will be able to write a paragraph about their interests and abilities.

**Warm Up**

Before you start the lesson, talk about your hobbies and bring some materials to perform your hobby to activate students' schemata. Then, ask them to work in groups and discuss their likes / dislikes. Once they're finished discussing, elicit answers from some of the students. Then, you can continue with the Theme 2 of the course book.

**NOTES**

**1. What kind of activities do you like / dislike doing? Do you need to have some special skills to do your favorite hobby or activity? Why?**

**(F1, F2, F3, S1)**

Ask students to work in groups of three and discuss what kind of activities they like doing and whether they need special skills to do their favorite hobby or activity. Then, elicit answers from the groups and list the hobbies on the board. After you get all the answers, you can ask the whole class to choose the most enjoyable hobby from the list.

***Answer Key:*** ***Students' own answers***

**2. Look at the pictures below. Match the hobbies with the names. Then, answer: Which hobbies would you enjoy / dislike doing? Why? Share your answers with your classmates.**

**(F1, F2, S1)**

Ask students to look at the pictures. Make sure that they understand people in the picture have different hobbies. You may give them guidelines such as asking them to talk about the materials and tools in the pictures, what people are doing, where they are, etc.

***Answer Key:*** ***1. b, 2. d, 3. f, 4. c, 5. a, 6. e***

1. What kind of activities do you like / dislike doing? Do you need to have some special skills to do your favorite hobby or activity? Why?
2. Look at the pictures below. Match the hobbies with the names. Then, answer: Which hobbies would you enjoy / dislike doing? Why? Share your answers with your classmates.

a juggling
b knitting
c parkour
d ice-skating
e model making
f pottery

Picture 1 .....
Picture 2 .....
Picture 3 .....
Picture 4 .....
Picture 5 .....
Picture 6 .....

23

**NOTES**

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**NOTES**

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### 3. Write about each celebrity's hobbies and interests as in the example.

**(F1)**

Ask students whether they know the celebrities in the pictures. Give them two minutes to think about these people's lifestyles, daily routines and hobbies. Then, ask them to share their answers in pairs. Then, tell them to write about each celebrity using the given prompts. Finally, elicit some answers and ask some of them to read their writing aloud.

***Suggested Answers:***

***R. Federer: He likes playing tennis and he is very good at it. In addition, he enjoys watching movies.***

***C. Blanchett: She is gifted in acting and wants to continue her career. She also loves dealing with the environment.***

3. Write about each celebrity's hobbies and interests as in the example.

Alicia Keys

**Hobbies and interests:** Playing the piano and philanthropy

She has two hobbies. First, she likes helping other people. And, she is very good at playing the piano.

Roger Federer

**Hobbies and interests:** Movies and playing tennis

.....

.....

Cate Blanchett

**Hobbies and interests:** Acting and environmentalism

.....

.....

4. Surf the Internet about your favorite celebrity. Find his / her hobbies. Share your findings with your friends.

Picture of the celebrity

**Hobbies and interests:** .....

.....

.....

24

### 4. Surf the Internet about your favorite celebrity. Find his / her hobbies. Share your findings with your friends.

**(F1, F3, S1, R2)**

First, tell students to work individually and do a research about a celebrity's life and hobbies. Then, form groups of four and ask them to take notes and make a short presentation in class.

***Answer Key:*** ***Students' own answers***

### 5. Walk around the class. Find someone who . . .

**(F1, F2, S1)**

Tell students that they will do a class survey among their friends. Make sure that they speak English and ask the questions in English. Monitor them as they do the survey with their friends, do not interfere unless they need help. After they are finished, ask them to share their findings with the rest of the class.

5. Walk around the class. Find someone who . . .

1. likes to spend time with friends and relatives. .....
2. enjoys swimming. .....
3. is gifted in playing the guitar. .....
4. is good at fixing the broken toys of his / her sister. .....
5. is keen on helping the poor in his / her neighborhood and all over the world. .....
6. loves watching movies. .....
7. is very into drawing pictures. .....
8. 'd rather buy a sports car than a sedan. .....
9. prefers team work to individual study. .....

6. Listen to the following dialogue between two students who have just met and tick ✔ the hobbies you hear.

(....) mountain-climbing

(....) photography

(....) trekking

(....) playing chess

HOBBIES

(....) collecting stamps

(....) playing football

(....) writing computer programs

(....) Turkish calligraphy

25

**6. Listen to the following dialogue between two students who have just met and tick (✔) the hobbies you hear.**

**(F1, F2, F3, L1)**

Tell students that they will listen to students meeting each other for the first time. Tell them to read the names of the hobbies and make guesses about which hobbies they expect to hear in the listening. Play the recording once. When they listen to the dialogue, ask them if their guesses were correct or not.

**Tapescript 7**

**Emre:** Hi, is this classroom 304? I am new at this school, so I don't know the place.

**Melanie:** Yes, welcome to the school. I'm Melanie. I'm from San Francisco. But, my father is Italian. So, I speak Italian, too.

**Emre:** Nice to meet you; I'm Emre. I come from Türkiye and this is my first year in an international high school.

**Melanie:** Great! I'm sure you'll love it here. It's a great school.

**Emre:** Thank you. Are there any activities we can participate in here?

**Melanie:** Of course. It depends on what you want to do or what you like doing. What are your hobbies, Emre?

**Emre:** Well, my grandfather always says "When a habit begins to cost money, it's called a hobby." But, thank God, my favorite hobby is for free. I am good at using computers and writing some computer programs.

**Melanie:** Wonderful. We have a computer club in our school. Students who are interested in computers get together in that club. What else?

**Emre:** I guess I'm very into photography. I think I want to learn how to make better pictures and how to use professional cameras.

**Melanie:** Well, my friend. Then, you're lucky because my best friend is very good at taking great pictures. In fact, she is really gifted in photography.

**Emre:** That's perfect. How about you? Do you also like taking photographs?

**Melanie:** Well, I enjoy washing the dishes.

**Emre:** What? Washing the dishes? Are you sure this is a hobby?

**Melanie:** I'm joking. I'd rather clean the whole house than do the dishes. In fact, what I like most is to spend time with my friends and relatives. We have great time together. And this year I want to learn how to play chess.

**Emre:** I guess now it's your turn to be lucky because I'm a chess master. My mother taught me how to play when I was very little. I can teach you if you want.

**Melanie:** That's great news.

**Emre:** And I'm good at Turkish Calligraphy Art. Have you heard of that before? Do you want to specialize in Turkish Calligraphy Art? If yes, I can help.

**Melanie:** Wow, that sounds fantastic, Emre. I've heard of this Turkish Art and would like to try. We should talk about it later. Our teacher will be here in a minute. Let's get ready.

***Answer Key:***

***writing computer programs***

***photography***

***playing chess***

***Turkish calligraphy***

**NOTES**

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### 7. Listen again and circle the incorrect alternative.

**(F1, F2, F3, L1)**

Tell students that they will listen to the dialogue again but this time, they will circle the incorrect alternative. Remind them to focus on the incorrect option and the other two options are correct. Tell them to read the questions first before they start listening. Play the recording twice. When they are finished, ask them to share their answers with their partners. Finally, check the answers with the class.

**Tapescript 8**

It is the same as Tapescript 7.

***Answer Key:*** ***1. c, 2. b, 3. a, 4. b***

### 8. Listen again and answer the questions.

**(F1, F2, F3, L1)**

Tell students that they will listen to the dialogue again and this time, they will answer the questions. Tell them to read and try to answer the questions first before they start listening. When they are finished, ask them to share their answers with their partners. Then, play the recording once. Finally, check the answers with the class.

**Tapescript 9**

It is the same as Tapescript 7.

***Answer Key:***

***1. Melanie's best friend.***

***2. She enjoys spending time with her friends and relatives.***

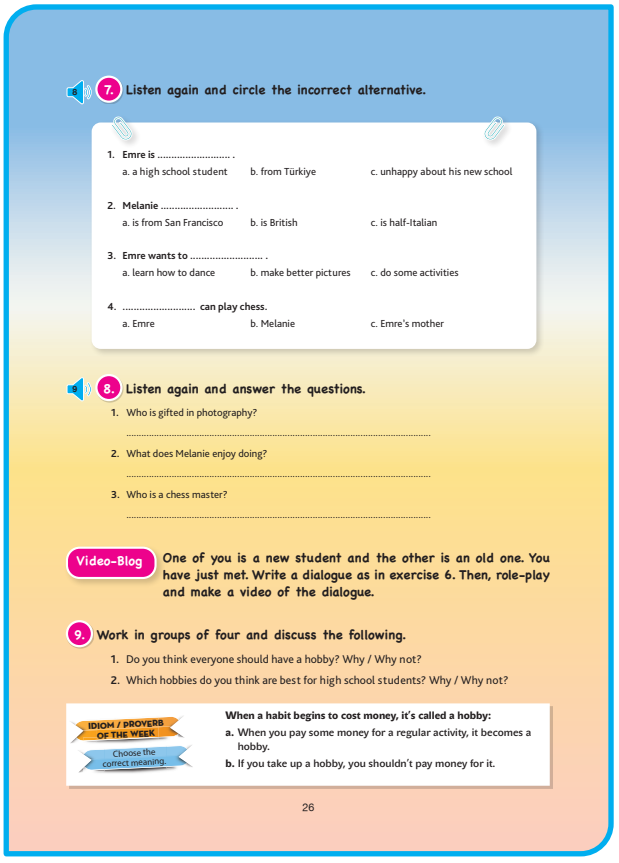
***3. Emre.***

### Video-Blog

**One of you is a new student and the other is an old one. You have just met. Write a dialogue as in exercise 6. Then, role-play and make a video of the dialogue.**

**(F1, F2, F3, S1, W1)**

The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative or learners to practice and recycle the skills they have learned. Tell your students to work in pairs and prepare a dialogue




about their hobbies, interests and skills to perform them and act it out. Have them put their videos on their blogs.

### 9. Discussion Time

**(F1, F2, S1)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

### IDIOM / PROVERB OF THE WEEK

Tell students to identify the correct meaning of that proverb: "When a habit begins to cost money, it's called a hobby." from the listening and infer the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***a***

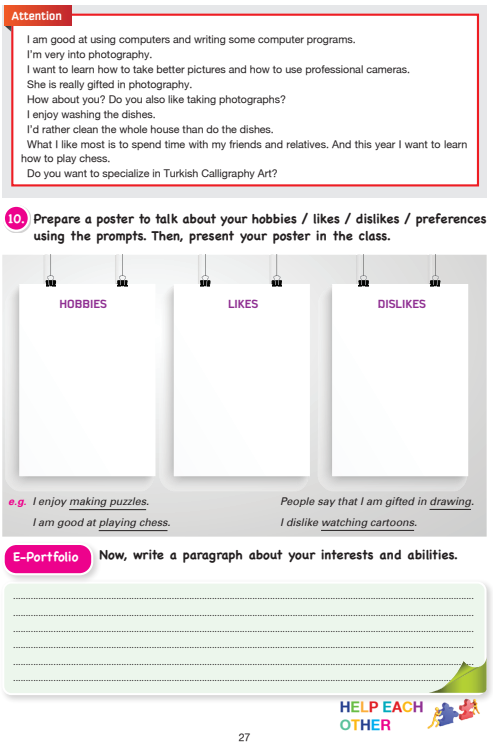
## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading exercises. Tell your students to open page 144 and do exercise 1.

**10. Prepare a poster to talk about your hobbies / likes / dislikes / preferences using the prompts. Then, present your poster in the class.**

**(F1, F2, S1)**

Ask students to work in groups of four. Provide them with poster templates and tell them to prepare a poster presentation about their hobbies / likes / dislikes / preferences. When they finish the task, put the posters on the walls of the classroom and ask students to present them to the whole class. Tell your students that while doing a presentation, they should trust themselves and act accordingly. Remind them to look at the audience and speak confidently. Their body language should also reveal how much they know the subject they talk about.


Attention

I am good at using computers and writing some computer programs.
I'm very into photography.
I want to learn how to take better pictures and how to use professional cameras.
She is really gifted in photography.
How about you? Do you also like taking photographs?
I enjoy washing the dishes.
I'd rather clean the whole house than do the dishes.
What I like most is to spend time with my friends and relatives. And this year I want to learn how to play chess.
Do you want to specialize in Turkish Calligraphy Art?

10. Prepare a poster to talk about your hobbies / likes / dislikes / preferences using the prompts. Then, present your poster in the class.

HOBBIES | LIKES | DISLIKES

e.g. I enjoy making puzzles.
I am good at playing chess.
People say that I am gifted in drawing.
I dislike watching cartoons.

E-Portfolio Now, write a paragraph about your interests and abilities.

HELP EACH OTHER

27

## E-Portfolio

**Now, write a paragraph about your interests and abilities.**

**(F1, F3, W1)**

Ask your students to write a paragraph about their hobbies, interests and abilities describing them in details. Then, you can ask them to put this paragraph on their personal blogs on the web.

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraphs to give them feedback by using the mini-rubric given in theme 1 page 19.

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## 11. Discussion Time

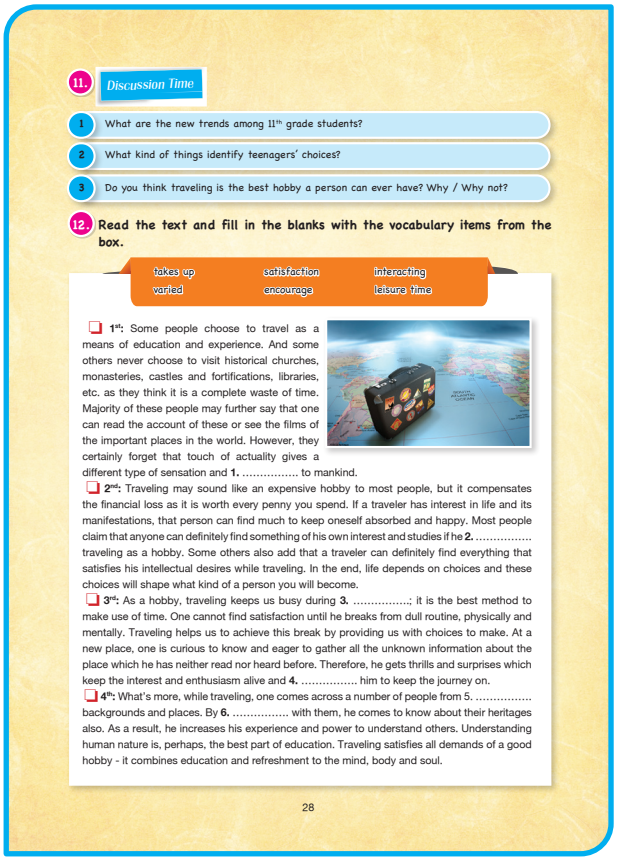
**(F1, F2, S1)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

## 12. Read the text and fill in the blanks with the vocabulary items from the box.

**(F1, F2)**

Ask students to read the text quickly to guess the missing vocabulary items in the paragraphs. Remind them that parts of speech and grammar rules such as singular-plural forms or tenses are also good clues for them while completing the text with the given words. Once they are finished, ask them to check their answers with their partners. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information.



11. Discussion Time

1 What are the new trends among 11th grade students?

2 What kind of things identify teenagers' choices?

3 Do you think traveling is the best hobby a person can ever have? Why / Why not?

12. Read the text and fill in the blanks with the vocabulary items from the box.

takes up | satisfaction | interacting
varied | encourage | leisure time

❑ 1st: Some people choose to travel as a means of education and experience. And some others never choose to visit historical churches, monasteries, castles and fortifications, libraries, etc. as they think it is a complete waste of time. Majority of these people may further say that one can read the account of these or see the films of the important places in the world. However, they certainly forget that touch of actuality gives a different type of sensation and **1.** ..... to mankind.

❑ 2nd: Traveling may sound like an expensive hobby to most people, but it compensates the financial loss as it is worth every penny you spend. If a traveler has interest in life and its manifestations, that person can find much to keep oneself absorbed and happy. Most people claim that anyone can definitely find something of his own interest and studies if he **2.** ..... traveling as a hobby. Some others also add that a traveler can definitely find everything that satisfies his intellectual desires while traveling. In the end, life depends on choices and these choices will shape what kind of a person you will become.

❑ 3rd: As a hobby, traveling keeps us busy during **3.** .....; it is the best method to make use of time. One cannot find satisfaction until he breaks from dull routine, physically and mentally. Traveling helps us to achieve this break by providing us with choices to make. At a new place, one is curious to know and eager to gather all the unknown information about the place which he has neither read nor heard before. Therefore, he gets thrills and surprises which keep the interest and enthusiasm alive and **4.** ..... him to keep the journey on.

❑ 4th: What's more, while traveling, one comes across a number of people from 5. ..... backgrounds and places. By **6.** ..... with them, he comes to know about their heritages also. As a result, he increases his experience and power to understand others. Understanding human nature is, perhaps, the best part of education. Traveling satisfies all demands of a good hobby - it combines education and refreshment to the mind, body and soul.

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***Answer Key:***

***1. satisfaction***

***2. takes up***

***3. leisure time***

***4. encourage***

***5. varied***

***6. interacting***

**NOTES**

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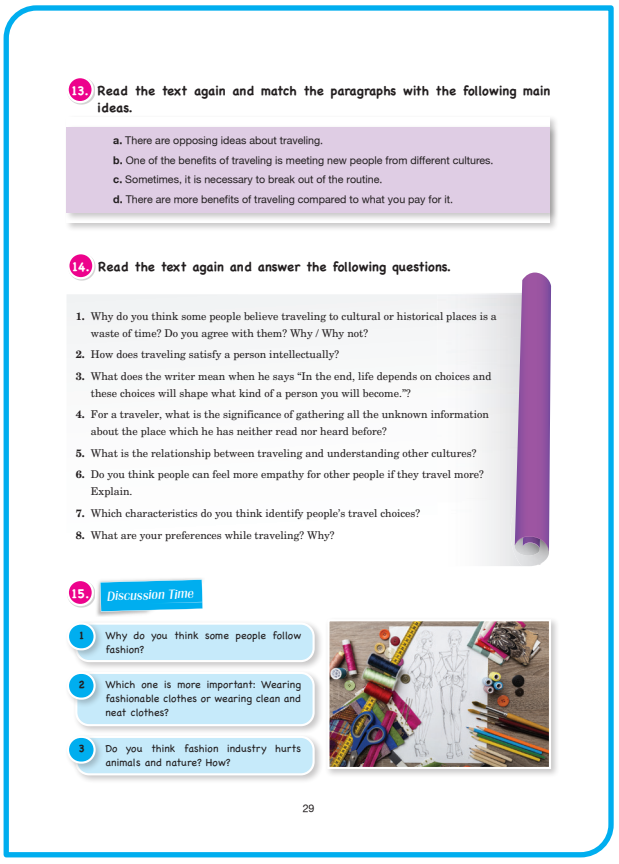
### 13. Read the text again and match the paragraphs with the following main ideas.

**(R2)**

Tell students to read the sentences first and then, skim the text to find out the main ideas. Remind students that sentences represent the main ideas in each paragraph and the beginnings and endings of the paragraphs may include clues to identify the main ideas. Students may work in pairs and when they finish the task, ask them to check their answers with their pairs. Finally, elicit the answers.

***Answer Key:***

***1st : a***
***2nd : d***
***3rd : c***
***4th : b***


13. Read the text again and match the paragraphs with the following main ideas.

a. There are opposing ideas about traveling.
b. One of the benefits of traveling is meeting new people from different cultures.
c. Sometimes, it is necessary to break out of the routine.
d. There are more benefits of traveling compared to what you pay for it.

14. Read the text again and answer the following questions.

1. Why do you think some people believe traveling to cultural or historical places is a waste of time? Do you agree with them? Why / Why not?
2. How does traveling satisfy a person intellectually?
3. What does the writer mean when he says "In the end, life depends on choices and these choices will shape what kind of a person you will become."?
4. For a traveler, what is the significance of gathering all the unknown information about the place which he has neither read nor heard before?
5. What is the relationship between traveling and understanding other cultures?
6. Do you think people can feel more empathy for other people if they travel more? Explain.
7. Which characteristics do you think identify people's travel choices?
8. What are your preferences while traveling? Why?

15. Discussion Time

1. Why do you think some people follow fashion?
2. Which one is more important: Wearing fashionable clothes or wearing clean and neat clothes?
3. Do you think fashion industry hurts animals and nature? How?

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### 14. Read the text again and answer the following questions.

**(F1, F2, R2)**

Tell students to read the text again and answer the questions in pairs. Monitor them as they do the task with their pairs and do not interfere unless they need help. After they are finished, ask them to share their answers with the rest of the class.

***Answer Key:***

***1. Students' own answers***

***2. A person may get whatever he wants while traveling such as seeing new places, meeting new cultures and learning information about history and etc.***

***3. While traveling, every traveler has different choices which identifies how much and what he gets from that experience. Life is shaped by choices.***

***4. He gets thrills and surprises which keep the interest and enthusiasm alive and encourage him to keep the journey on.***

***5. Traveling increases the experience and power to understand others. Understanding human nature is, perhaps, the best part of education.***

***6. Students' own answers***

***7. Curiosity, openness to learning and new experiences, lifestyle, financial status, hobbies and interests.***

***8. Students' own answers***

### 15. Discussion Time

**(F1, F2, S1)**

This part enables students to synthesize the knowledge and produce it for communicative purposes. They may work in groups or as a whole class. They are required to answer the questions giving reasons. Discussion questions here also highlight some important values: being clean and mercy to animals. You can talk about these subjects in details, asking further questions.

**16. Listen to a fashion blogger do street interviews with people and put the pictures in order.**

**(F1, F2, L1)**

Before listening, ask students to look at the pictures and ask them to put them in order before they listen. Tell them they will now listen to the recording and ask them to check if their order was correct. Then, play the recording once. Elicit answers from the students.

**Tapescript 10**

**Fashion Blogger Selma:** Hello, everyone who are watching my blog from their computers. I'm Selma! Today, I'm in London streets. It's a great day and now I will start asking people about their favorite designers. Actually, I'm in Hyde Park. Let's go! Excuse me, sir. Hello, who is your favorite designer?

**1st speaker:** Hello. Well, I don't have a favorite designer. I don't like wearing designer's clothes because I don't have any money.

**Fashion Blogger Selma:** What? You don't have money? Your clothes look really expensive!

**1st speaker:** Thank you, but I am broke. No money for expensive clothes. Is that clear?

**Fashion Blogger Selma:** Yes, very clear. Thank you, sir. I still think he looks very smart. Excuse me, Miss, do you have a minute?

**2nd speaker:** Are you talking to me?

**Fashion Blogger Selma:** Oooh, look at these cuties! So, miss, who is your favorite fashion designer?

**2nd speaker:** Well, as you can see I have no time for fashion. My hands are full. But, I used to love Vivien Westwood. She dresses many famous people. She also designs watches, too. And, she puts on wonderful fashion shows. She really amazes me.

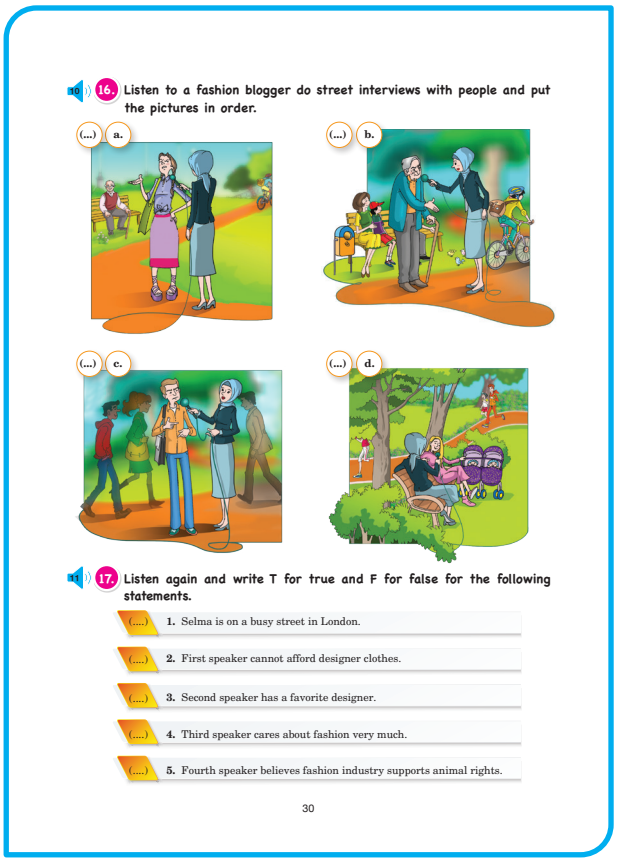
**Fashion Blogger Selma:** You're right. I love her, too. Thank you. Hello, sir! May I ask you a question? Who's your favorite fashion designer?

**3rd speaker:** You're asking me? Do you see me? I am not interested in fashion at all! I'm an old man!

**Fashion Blogger Selma:** No, you look absolutely fantastic, sir! Anyway, thank you. Excuse me, Miss! Who is your favorite fashion designer?

**4th speaker:** Sorry, I don't have any because fashion industry hurts animals. It destroys nature, so I don't like it. Maybe you should think about that. Don't you think so?

**Fashion Blogger Selma:** Ehmmm… t-thank you. Alright, people! I'll see you tomorrow. Don't forget to follow my blog and please like my pictures! Have a great day!




***Answer Key:*** ***1. c, 2. d, 3. b, 4. a***

**17. Listen again and write T for true and F for false for the following statements.**

**(F1, F2, L1)**

Tell students that they are going to listen to the recording again. Make sure that they read the given sentences and tell them to focus on whether they are true or not when they are listening. Play the recording once and elicit answers from the students.

**Tapescript 11**

It is the same as Tapescript 10.

***Answer Key:*** ***1. T, 2. T, 3. T, 4. F, 5. F***

## 18. Listen to the different pronunciation of –s in plural words and verbs with third person singular and repeat.

**(P1)**

First, remind your students the rules for the -s endings for plural words and third person singular verbs. You can use the information and the examples below to show the differences. Then, write down more examples on the board and ask students to practice the pronunciation of these sounds. Then, play the recording and tell them to identify the differences and repeat.

Pronunciation rules for plural words and third person singular verbs

**[s]**

Voiceless sounds that cause the ending "s" to be pronounced as [s] include:

[p], [t], [k], [f]

**e.g.**

• seeks • packs

**[z]**

Voiced sounds that cause the plural "s" to be pronounced as [z] include:

[b], [d], [g], [l], [r], [w], [m], [n], [v], [y]

**e.g.**

• beds • gives

**[ɪz]**

The sounds that cause the plural "s" to be pronounced with an additional syllable [ɪz] include:

[tɪ] [dɪ] [s] [z]

**e.g.**

• watches • judges

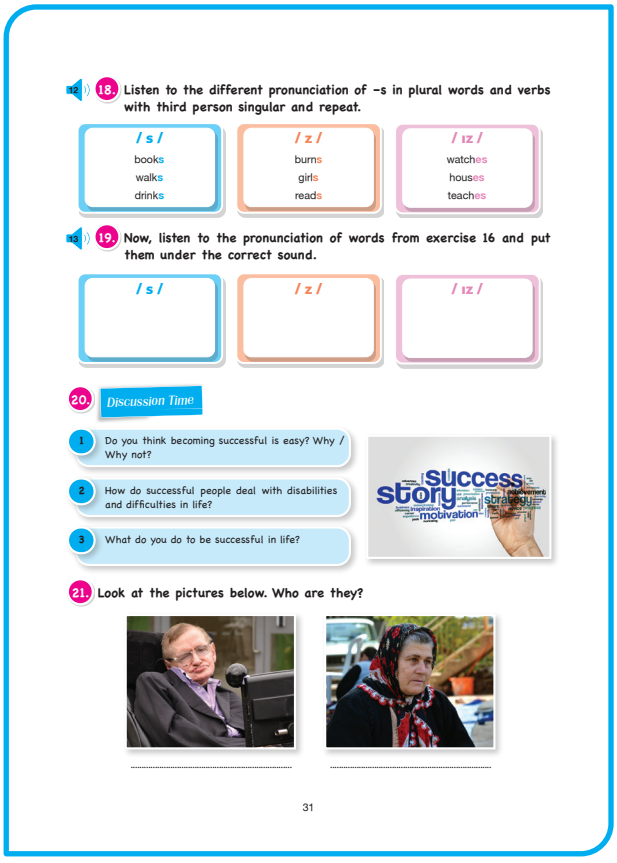
**Tapescript 12**

| /s/ | /z/ | /ɪz/ |
|---|---|---|
| books | burns | watches |
| walks | girls | houses |
| drinks | reads | teaches |

## 19. Now, listen to the pronunciation of words from exercise 16 and put them under the correct sound.

**(P1)**

Tell students that they are going to listen to some words and verbs with -s endings. Ask them to differentiate between the sounds and put them under the correct sound. Play the recording twice. Then, let them share their answers with their partners. Finally, practice the words and verbs.




**Tapescript 13**

1. streets
2. designers
3. watches
4. puts
5. destroys
6. amazes

***Answer Key:***

| / s / | / z / | / ɪz / |
|---|---|---|
| ***streets*** | ***designers*** | ***watches*** |
| ***puts*** | ***destroys*** | ***amazes*** |

## 20. Discussion Time

**(F3, S2)**

This part is designed to encourage students to internalize the language and the skills they have practiced so far. They may work in groups or as a whole class. They are required to answer the questions giving reasons. They will also get familiar with the necessary vocabulary items for the reading texts.

## 21. Look at the pictures below. Who are they?

**(F3)**

These pictures are given to familiarize students with the people whose stories will be told in exercise 22. Ask students to talk about these people in groups. Then, elicit answers.

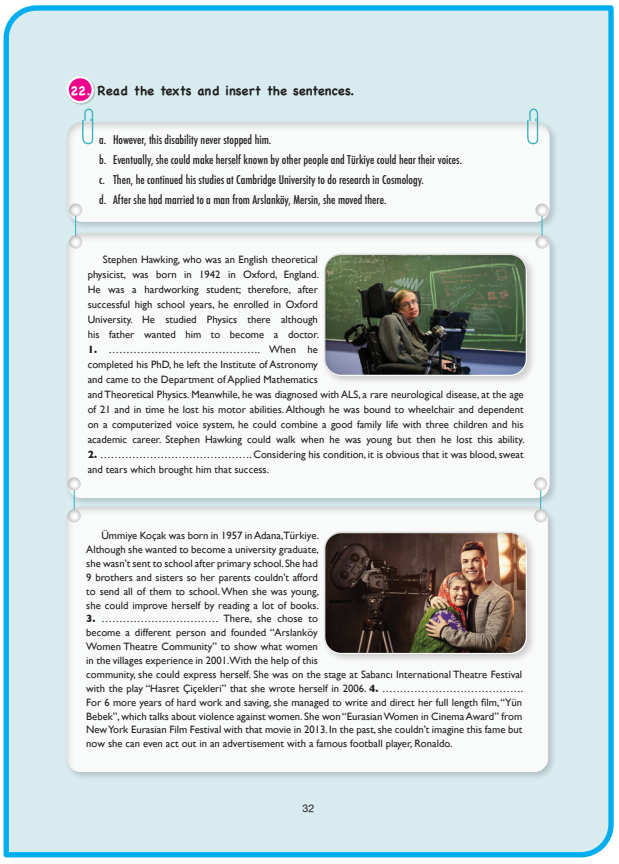
***Answer Key:***
***1st picture: Stephen Hawking, a physicist.***
***2nd picture: Ümmiye Koçak, a director.***

## 22. Read the texts and insert the sentences.

**(F3, R1, R2)**

Tell students to read the following texts and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and do the exercise accordingly. Make sure students work individually and nominate students to check the answers together.

***Answer Key:*** ***1. c, 2. a, 3. d, 4. b.***



22 Read the texts and insert the sentences.

a. However, this disability never stopped him.
b. Eventually, she could make herself known by other people and Türkiye could hear their voices.
c. Then, he continued his studies at Cambridge University to do research in Cosmology.
d. After she had married to a man from Arslanköy, Mersin, she moved there.

Stephen Hawking, who was an English theoretical physicist, was born in 1942 in Oxford, England. He was a hardworking student; therefore, after successful high school years, he enrolled in Oxford University. He studied Physics there although his father wanted him to become a doctor. **1.** ..... When he completed his PhD, he left the Institute of Astronomy and came to the Department of Applied Mathematics and Theoretical Physics. Meanwhile, he was diagnosed with ALS, a rare neurological disease, at the age of 21 and in time he lost his motor abilities. Although he was bound to wheelchair and dependent on a computerized voice system, he could combine a good family life with three children and his academic career. Stephen Hawking could walk when he was young but then he lost this ability. **2.** ..... Considering his condition, it is obvious that it was blood, sweat and tears which brought him that success.

Ümmiye Koçak was born in 1957 in Adana, Türkiye. Although she wanted to become a university graduate, she wasn't sent to school after primary school. She had 9 brothers and sisters so her parents couldn't afford to send all of them to school. When she was young, she could improve herself by reading a lot of books. **3.** ..... There, she chose to become a different person and founded "Arslanköy Women Theatre Community" to show what women in the villages experience in 2001. With the help of this community, she could express herself. She was on the stage at Sabancı International Theatre Festival with the play "Hasret Çiçekleri" that she wrote herself in 2006. **4.** ..... For 6 more years of hard work and saving, she managed to write and direct her full length film, "Yün Bebek", which talks about violence against women. She won "Eurasian Women in Cinema Award" from New York Eurasian Film Festival with that movie in 2013. In the past, she couldn't imagine this fame but now she can even act out in an advertisement with a famous football player, Ronaldo.

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## IDIOM / PROVERB OF THE WEEK

Remind students what they did in the previous idiom / proverb of the week section and ask them to discuss the meaning of this idiom / proverb and ask them to think about other situations in which they can use this idiom / proverb.

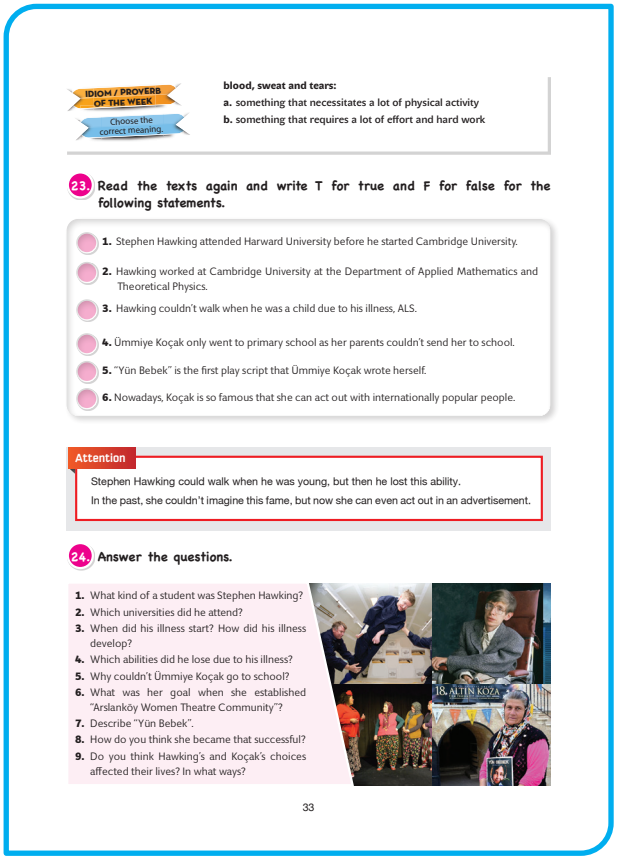
***Answer Key:*** ***b***

## 23. Read the texts again and write T for true and F for false for the following statements.

**(F3, R1, R2)**

Tell students to scan the text and decide which sentences are true and which are false. You may ask for justification for the false answers by asking them to make the false sentences true. When they finish the task, ask them to check their answers with their partners first. Then, elicit the answers.

***Answer Key:*** ***1. F, 2. T, 3. F, 4. T, 5. F, 6. T***



IDIOM / PROVERB OF THE WEEK
Choose the correct meaning.

**blood, sweat and tears:**
**a.** something that necessitates a lot of physical activity
**b.** something that requires a lot of effort and hard work

23 Read the texts again and write T for true and F for false for the following statements.

1. Stephen Hawking attended Harward University before he started Cambridge University.
2. Hawking worked at Cambridge University at the Department of Applied Mathematics and Theoretical Physics.
3. Hawking couldn't walk when he was a child due to his illness, ALS.
4. Ümmiye Koçak only went to primary school as her parents couldn't send her to school.
5. "Yün Bebek" is the first play script that Ümmiye Koçak wrote herself.
6. Nowadays, Koçak is so famous that she can act out with internationally popular people.

Attention
Stephen Hawking could walk when he was young, but then he lost this ability.
In the past, she couldn't imagine this fame, but now she can even act out in an advertisement.

24 Answer the questions.

1. What kind of a student was Stephen Hawking?
2. Which universities did he attend?
3. When did his illness start? How did his illness develop?
4. Which abilities did he lose due to his illness?
5. Why couldn't Ümmiye Koçak go to school?
6. What was her goal when she established "Arslanköy Women Theatre Community"?
7. Describe "Yün Bebek".
8. How do you think she became that successful?
9. Do you think Hawking's and Koçak's choices affected their lives? In what ways?



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## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading exercises. Tell your students to open page 144 and do exercise 2.

### 24. Answer the questions.

**(F3, R1, R2)**

Tell your students to read the questions first. Then, read the text to find clues to answer the questions. They can work individually. When they finish, tell them to check their answers with their partners. Then, elicit the answers.

***Answer Key:***

***1. He was a hardworking student.***

***2. He attended Oxford and Cambridge Universities.***

***3. At the age of 21. In time, he lost his motor abilities.***

***4. Motor abilities such as talking and walking.***

***5. Her parents couldn't afford to send her to school.***

***6. To show what women in the villages experience.***

***7. It was a full-length film, written and directed by Ümmiye Koçak in 2013. It talks about violence against women. She won an award with this movie.***

***8. She trusted herself, worked hard and she never thought of giving up.***

***9. Students' own answers***

### 25. Work in pairs. Ask and answer about your present and past abilities as in the example.

**(F3, S2)**

Ask students to work in pairs. First, tell them to read the example sentences. Then, have them engage in a dialogue about their present and past abilities by asking and answering questions. Monitor them while they are talking to each other. When they finish, ask some volunteers to act out their dialogue in front of the class.

***Answer Key:*** ***Students' own answers***

### 26. Look at the chart and talk about past and present abilities of Beytullah Eroğlu.

**(F3, S2)**

This exercise is also designed to raise students' awareness about disabilities and how these people can be successful and honor to their countries. First, ask them to read the short information about Beytullah Eroğlu. You can also let them do a quick research about him and share it with the rest of the class. Then, ask them to work in groups and talk about his present and past abilities and how they think he has become successful.

***Answer Key:*** ***Beytullah Eroğlu could receive special education. He could swim well when he was 15. He could join the national team. Now, Beytullah Eroğlu can travel to other countries. He can meet famous people. He can win medals for his country.***

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 139 and fill in the table.

## THEME 2 ATTENTION ANSWER KEY

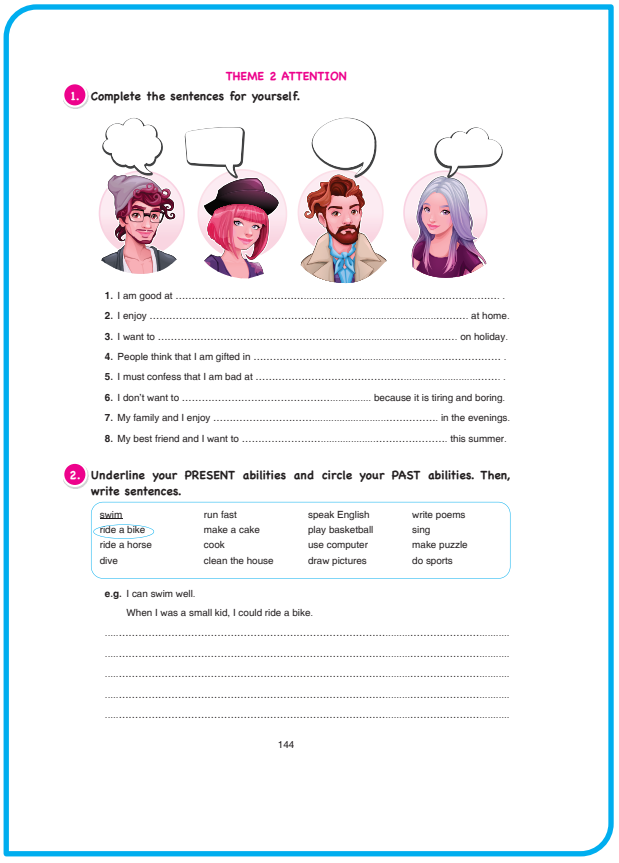
**1. Complete the sentences for yourself.**

Students' own answers

**2. Underline your PRESENT abilities and circle your PAST abilities. Then, write sentences.**

Students' own answers

### NOTES



THEME 2 ATTENTION

**1.** Complete the sentences for yourself.

1. I am good at ..... .
2. I enjoy ..... at home.
3. I want to ..... on holiday.
4. People think that I am gifted in ..... .
5. I must confess that I am bad at ..... .
6. I don't want to ..... because it is tiring and boring.
7. My family and I enjoy ..... in the evenings.
8. My best friend and I want to ..... this summer.

**2.** Underline your PRESENT abilities and circle your PAST abilities. Then, write sentences.

| | | | |
|---|---|---|---|
| swim | run fast | speak English | write poems |
| ride a bike | make a cake | play basketball | sing |
| ride a horse | cook | use computer | make puzzle |
| dive | clean the house | draw pictures | do sports |

**e.g.** I can swim well.

When I was a small kid, I could ride a bike.

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### NOTES

# THEME 2 WORKBOOK

**1.** Look at the pictures describing people's hobbies and skills. Write sentences using the prompts for each picture.

- He / She enjoys.....
- He / She likes .....
- He / She is good at .....
- He / She is gifted in .....

a. She enjoys taking photos.

b. She is good at painting.

c. She likes pottery.

d. He is gifted in playing the guitar.

e. She likes gardening.

f. He is good at climbing.

**2.** Complete the sentences about yourself.

- I want to learn .....
- I always enjoy .....
- People say that I am gifted in .....
- My parents believe that I am good at .....
- I have never liked .....

Students' own answers



**3.** Complete the paragraphs using the vocabulary items in the box.

| | | | |
|---|---|---|---|
| participated | took up | varied | encourages |
| satisfaction | satisfy | craving | |

a. Mahmut ...took up... basketball professionally at the age of 12. Since then, he has ...participated... in many basketball tournaments with his team. He is very talented and everybody knows that he is gifted in playing this game!

b. Nowadays, most people have the ...craving... to engage in different hobbies because they feel the need to ...satisfy... their inner demand to reduce stress and enjoy life. This type of ...satisfaction... relieves their psychological and physical pains.

c. Haluk always ...encourages... Derin to do sports in order to have a healthy body. At Derin's school, there are ...varied... sport branches which she can choose from, so she is very lucky!

**4.** Write a short paragraph about your best friend's past and present abilities as in the examples.

*e.g. My best friend could fly a kite when she was a kid.*
*My best friend can make a delicious cake.*

Students' own answers



**5.** Walk around the class and ask the following interview questions to your classmates. Then, write down your answers.

| | |
|---|---|
| Interview Question | · What is your favorite hobby? How long have you had this hobby? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Which hobbies are the cheapest and the most expensive? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Which hobbies are the most popular in your country? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |

Students' own answers

| | |
|---|---|
| Interview Question | · Which hobbies are the most popular with women in your country? With men? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Can you think of any hobbies which are popular with children and adults? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Are there any hobbies you would like to try? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | Which hobbies do you think are dangerous? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Which hobbies do you think are the most difficult? |
| Your classmates' answers | · ..... |
| Your answers | · ..... |
| Interview Question | · Your own question: |
| Your classmates' answers | · ..... |
| Your answers | · ..... |



**6.** Work with a partner. First, ask the following questions to your partner and take notes. Then, write a short paragraph to introduce your partner's hobbies and preferences. Read it aloud.

Students' own answers

1. What do you do in your free time? After school? At weekends?
2. Would you rather spend time with friends than your parents?
3. Do you do any sports? How often?
4. Do you prefer studying to watching TV in the evenings?
5. Do you enjoy playing a musical instrument? When did you start playing it?
6. Which one do you want to try: parachuting or bungee jumping? Why?

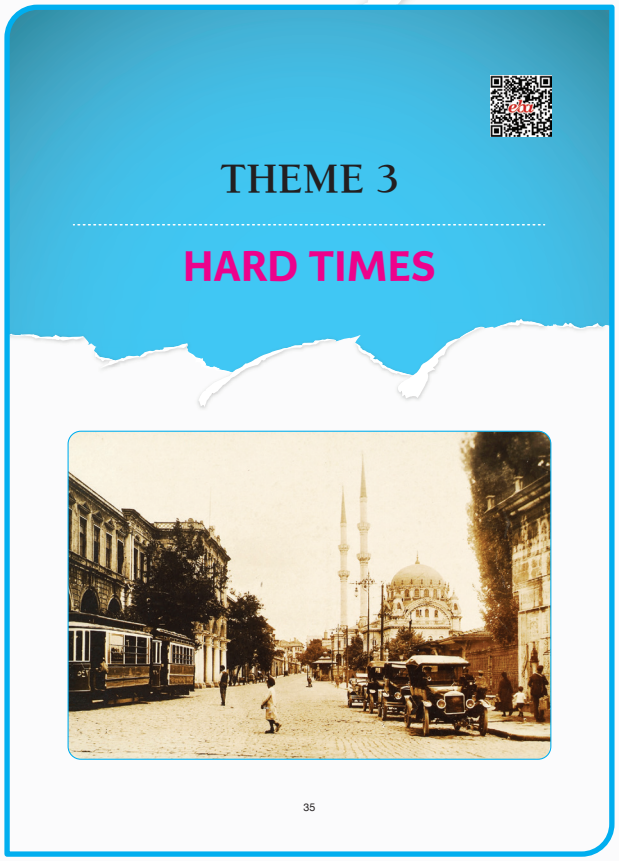
*Your Paragraph:*

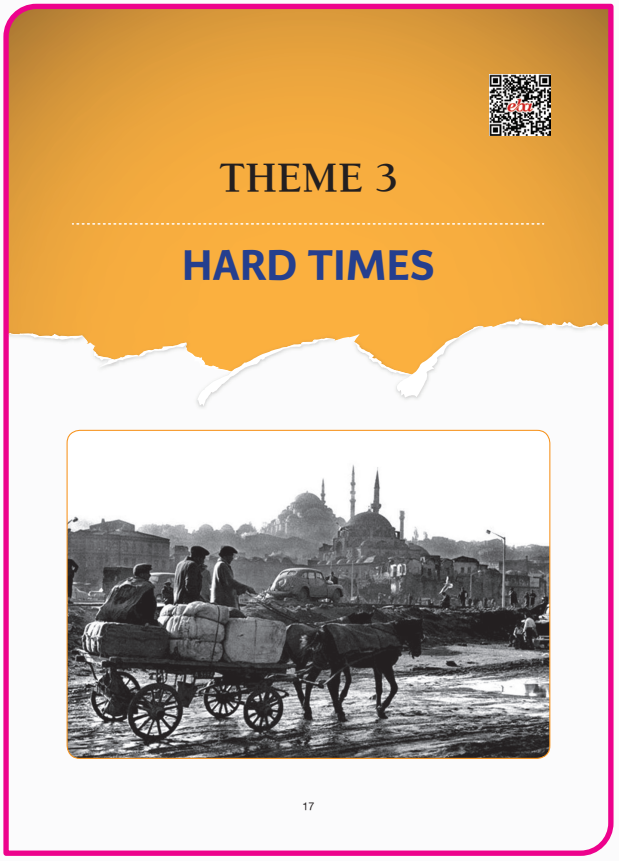
My friend, ..... likes .....
in his / her free time. .....

Students' own answers

# THEME 3

# HARD TIMES



**FUNCTIONS (F)**

**F1** Describing events happening at the same time in the past

**F2** Explaining people's habits in the past

**SKILLS**

**Listening (L)**

**L1** Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video.

**L2** Students will be able to identify the events happening at the same time in the past in a recorded text/video.

**Pronunciation (P)**

**P1** Students will be able to differentiate between rising and falling intonation.

**Speaking (S)**

**S1** Students will be able to talk about past habits.

**S2** Students will be able to talk about a personal experience in their past.

**Reading (R)**

**R1** Students will be able to answer the questions about a text on people's habits and experiences in the past.

**R2** Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it.

**R3** Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.

**Writing (W)**

**W1** Students will be able to complete the missing parts of a short story with their own words.

**Warm Up**

Bring some photographs to the classroom or with the help of a projector, show some pictures from past generations at work or at home. Ask students to describe the pictures or photographs. Then, ask students to work in groups of four and think about the lifestyles of people at those times. Once they're finished discussing, elicit answers from some of the students. Then, you can continue with the Theme 3 of the course book.

**NOTES**

.....

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**1. Do you think life was more difficult in the past than it is now? Discuss with your friends in groups of three and share your ideas with the rest of the class.**

**(F2)**

Ask students to work in groups of three and discuss whether life was more difficult in the past and note down the differences between the lives of people in the past and now. Then, elicit answers from the groups and list the differences on the board. After you get all the answers, you can ask the whole class to choose the most difficult thing in the past.

***Answer Key:*** ***Students' own answers***

**2. Look at the pictures below. When do you think these photos were taken? How was their life?**

**(F1, F2)**

Ask students to look at the pictures. Make sure that they understand people in the picture lived in the past and experienced hardships. You may give them guidelines such as asking them to talk about their appearances, what they were doing, where they were.

***Suggested Answers:***

***In the first picture, there were farmers. They didn't have any equipment for farming, so they did everything by hand. They looked tired and frustrated.***

***In the second picture, the woman washed clothes by her hand. She had a difficult life.***

***In the third picture, an old couple was riding their horse carriage in the street.***

***In the fourth picture, children were in a classroom at a school. They felt excited and happy.***

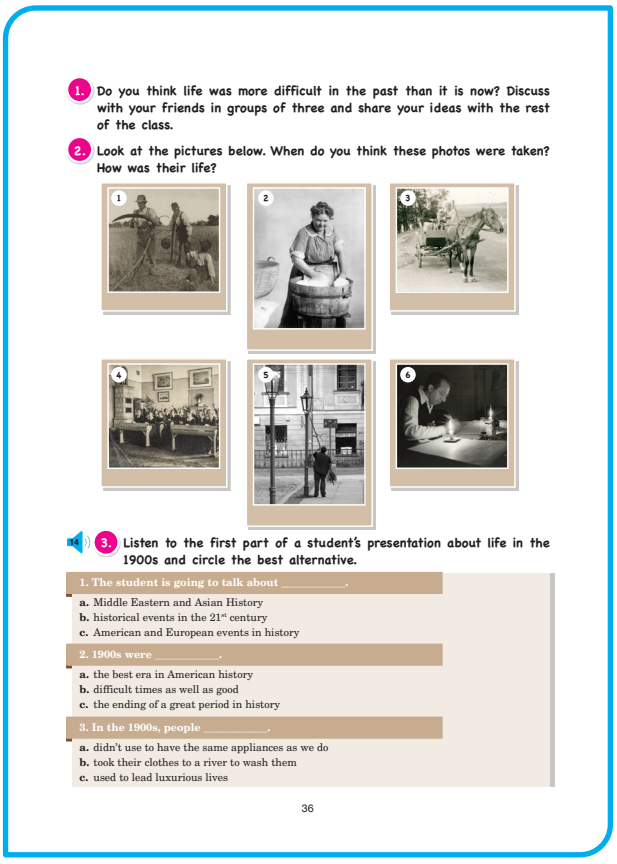
***In the fifth picture, the man was fixing a street lamp. He looked busy.***

***In the sixth picture, the man was writing a letter in the candle light. He looked serious.***

**3. Listen to the first part of a student's presentation about life in the 1900s and circle the best alternative.**

**(F1, F2, L2)**

Tell students that they will listen to a student's presentation about life in the past. Ask them to read the questions first. Once they do that, play


1. Do you think life was more difficult in the past than it is now? Discuss with your friends in groups of three and share your ideas with the rest of the class.

2. Look at the pictures below. When do you think these photos were taken? How was their life?

3. Listen to the first part of a student's presentation about life in the 1900s and circle the best alternative.

1. The student is going to talk about _____.
a. Middle Eastern and Asian History
b. historical events in the 21st century
c. American and European events in history

2. 1900s were _____.
a. the best era in American history
b. difficult times as well as good
c. the ending of a great period in history

3. In the 1900s, people _____.
a. didn't use to have the same appliances as we do
b. took their clothes to a river to wash them
c. used to lead luxurious lives

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the recording once and let students check their answers with their partners. Finally, elicit the answers.

**Tapescript 14**

**Student:** Good morning my dear teacher and friends. Today, I'm going to talk about historical events between the years 1900 and 1909. Of course, my presentation will be about some historical events from American and European history. After my presentation, Haley will talk about the same years. OK. Let me start.

1900s were great times because it was the beginning of a new era. First, there was the Industrial Revolution. Then, there were factories opening everywhere. After that, people started to quit their jobs and tried to find jobs there. But these were hard times, too. For example, before it became a common appliance for everyone, people used to wash their clothes with water from the river. They didn't have any of the appliances we have now. Even electricity was a luxury. Only rich people had electricity in their homes. As there was no electricity, while they were doing their daily chores in the evenings, people used to use candles at home.

***Answer Key:*** ***1. c, 2. b, 3. a***

**4. Fill in the blanks with words from the box. Then, listen again and check your answers.**

**(F1, F2, L1)**

First, tell students to work in pairs and fill in the blanks with words from the box. Then, play the recording once. After the listening is over, ask them to check their answers with their partners. Then, elicit answers from students.

**Tapescript 15**

It is the same as Tapescript 14.

***Answer Key:***

***1. First*** ***2. Then*** ***3. After that***
***4. Before*** ***5. While***

**5. Listen to the second part of the presentation and fill in the chart.**

**(F1, F2, L1, L2)**

Tell your students that they are going to listen to the second part of the presentation. They are required to fill in the chart with the information from the presentation while listening. Before listening, allow students to check out the chart. Play the recording once. After they are finished, ask them to share their answers with their partners. Then, elicit the answers.

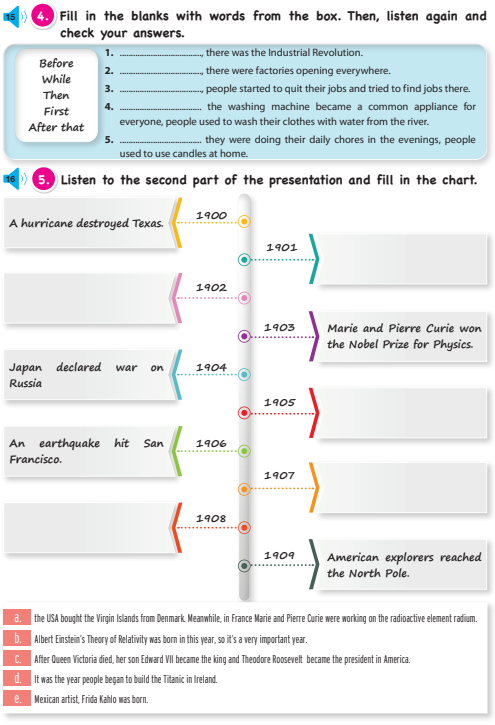
**Tapescript 16**

**Student:** Anyway. Now, let's take a look at some of the important events in the 1900s. In 1900, a hurricane destroyed Texas while new art movements were taking place in Europe.

1901: In England, Queen Victoria died. After that, her son Edward the Seventh became the king while in America, Theodore Roosevelt became the president.

In 1902, Denmark sold the Virgin Islands to the USA. Meanwhile, in France Marie and Pierre Curie were working on the radioactive element radium.

And in 1903, Marie and Pierre Curie won the Nobel Prize for Physics! But, in America, Chicago, 602 people died in a theater because of a fire.




1904 was a bad year for Russians and the Japanese because Japan declared war on Russia. Why? You can ask me during Q & A section after the presentation. And, we come to 1905! This is a very important year because in Germany, Albert Einstein's Theory of Relativity was born.

1906 was a tragic year for people in the United States because an earthquake hit San Francisco and killed more than 3000 people.

1907 is a good year for artists and art lovers because Frida Kahlo, the Mexican painter was born.

1908 was the year the construction of the Titanic began in Belfast, Ireland.

Finally, in February 1909, American explorers Robert Peary and Matthew Henson, reached the North Pole after they travelled a very long distance and this was a very happy event for them.

Alright, that's the end of my presentation and thank you for listening. Any questions?

***Answer Key:*** ***a. 1902, b. 1905, c. 1901, d. 1908, e. 1907***

**6. Work in pairs. Which event in this era is the most important in your opinion? Why? Discuss with your friend.**

**(F1)**

Ask students to work in pairs and discuss the issue. Then, tell them to share their ideas with other pairs. Monitor them during the activity and encourage them to communicate in English.

***Answer Key:*** ***Students' own answers***

**Video-Blog**

**Work in pairs. Choose one of the decades below and prepare a similar presentation like the one in exercises 3-5 sharing your own ideas about the era. Make a video of your presentation and share your ideas.**

**• 70's • 80's • 90's**

**(F1, F2, S1)**

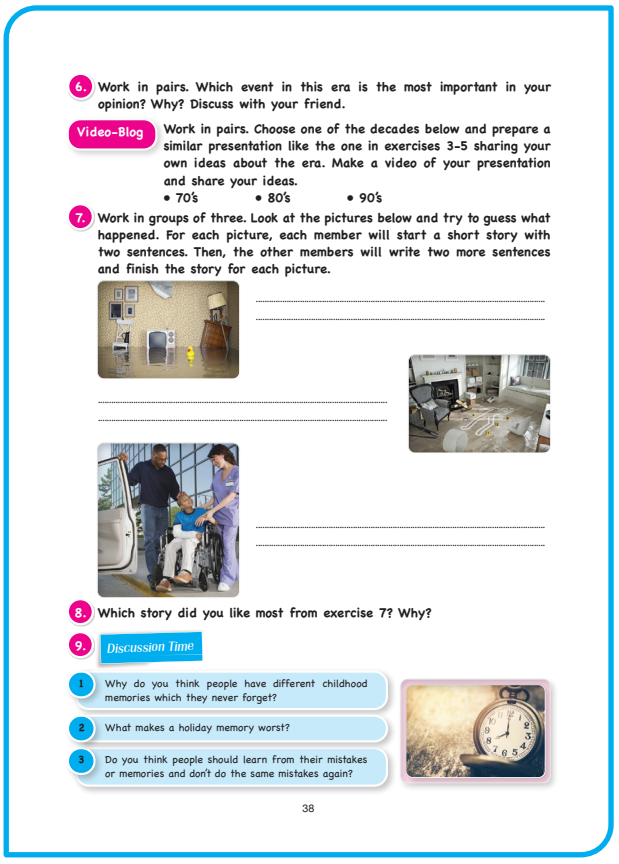
The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned. Tell your students to prepare a presentation about the era they choose and put that video on their blogs. Make sure that they understand they are required to share their ideas while they're presenting their work.

**7. Work in groups of three. Look at the pictures below and try to guess what happened. For each picture, each member will start a short story with two sentences. Then, the other members will add two more sentences and finish the story for each picture.**

**(F1, W1)**

Tell students to work in groups of three. Ask them to look at the pictures and create a story. Each student will tell two sentences for each picture and the others will complete that story by adding two more sentences. Have them write down their notes in blanks. Monitor them during the activity and help them if necessary. Remind them to use ordering linkers such as first, then, after that while telling the story.

***Answer Key:*** ***Students' own answers***


6. Work in pairs. Which event in this era is the most important in your opinion? Why? Discuss with your friend.

Video-Blog Work in pairs. Choose one of the decades below and prepare a similar presentation like the one in exercises 3-5 sharing your own ideas about the era. Make a video of your presentation and share your ideas.
• 70's • 80's • 90's

7. Work in groups of three. Look at the pictures below and try to guess what happened. For each picture, each member will start a short story with two sentences. Then, the other members will write two more sentences and finish the story for each picture.

8. Which story did you like most from exercise 7? Why?

9. Discussion Time

1 Why do you think people have different childhood memories which they never forget?
2 What makes a holiday memory worst?
3 Do you think people should learn from their mistakes or memories and don't do the same mistakes again?

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**8. Which story did you like most from exercise 7? Why?**

**(F1)**

Ask students to work in the same groups of three and answer the question together. Tell them to explain and justify their preferences to their partners and choose the best story. Remind them to be fair. Monitor the students during the activity and encourage them to communicate in English. You can also ask some groups to read their stories aloud.

***Answer Key:*** ***Students' own answers***

**NOTES**

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## 9. Discussion Time

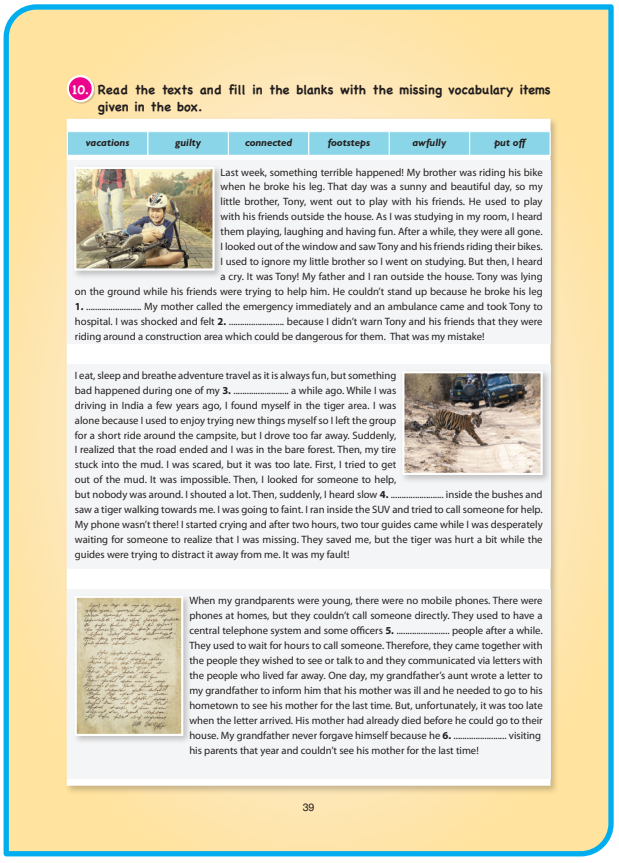
**(F2, R1)**

This part enables students to activate their schemata about the topic of the following reading. While they are discussing, they need to use the related vocabulary and context. In addition, they will be familiar with the topic and this will enhance their understanding.

## 10. Read the texts and fill in the blanks with the missing vocabulary items given in the box.

**(F1, R1)**

Ask students to read the texts quickly to guess the missing vocabulary items in the paragraphs. Remind them that parts of speech and grammar rules such as singular-plural forms or tenses are also good clues for them while completing the text with the given words. Once they are finished, ask them to check their answers with their partners. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information.



10. Read the texts and fill in the blanks with the missing vocabulary items given in the box.

| vacations | guilty | connected | footsteps | awfully | put off |
|---|---|---|---|---|---|

Last week, something terrible happened! My brother was riding his bike when he broke his leg. That day was a sunny and beautiful day, so my little brother, Tony, went out to play with his friends. He used to play with his friends outside the house. As I was studying in my room, I heard them playing, laughing and having fun. After a while, they were all gone. I looked out of the window and saw Tony and his friends riding their bikes. I used to ignore my little brother so I went on studying. But then, I heard a cry. It was Tony! My father and I ran outside the house. Tony was lying on the ground while his friends were trying to help him. He couldn't stand up because he broke his leg **1.** ..... My mother called the emergency immediately and an ambulance came and took Tony to hospital. I was shocked and felt **2.** ..... because I didn't warn Tony and his friends that they were riding around a construction area which could be dangerous for them. That was my mistake!

I eat, sleep and breathe adventure travel as it is always fun, but something bad happened during one of my **3.** ..... a while ago. While I was driving in India a few years ago, I found myself in the tiger area. I was alone because I used to enjoy trying new things myself so I left the group for a short ride around the campsite, but I drove too far away. Suddenly, I realized that the road ended and I was in the bare forest. Then, my tire stuck into the mud. I was scared, but it was too late. First, I tried to get out of the mud. It was impossible. Then, I looked for someone to help, but nobody was around. I shouted a lot. Then, suddenly, I heard slow **4.** ..... inside the bushes and saw a tiger walking towards me. I was going to faint. I ran inside the SUV and tried to call someone for help. My phone wasn't there! I started crying and after two hours, two tour guides came while I was desperately waiting for someone to realize that I was missing. They saved me, but the tiger was hurt a bit while the guides were trying to distract it away from me. It was my fault!

When my grandparents were young, there were no mobile phones. There were phones at homes, but they couldn't call someone directly. They used to have a central telephone system and some officers **5.** ..... people after a while. They used to wait for hours to call someone. Therefore, they came together with the people they wished to see or talk to and they communicated via letters with the people who lived far away. One day, my grandfather's aunt wrote a letter to my grandfather to inform him that his mother was ill and he needed to go to his hometown to see his mother for the last time. But, unfortunately, it was too late when the letter arrived. His mother had already died before he could go to their house. My grandfather never forgave himself because he **6.** ..... visiting his parents that year and couldn't see his mother for the last time!

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***Answer Key:***

1. ***awfully***
2. ***guilty***
3. ***vacations***
4. ***footsteps***
5. ***connected***
6. ***put off***

**NOTES**

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**NOTES**

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**11. Read the texts again and write T for true and F for false for the following statements.**

**(F1, F2, R1)**

Tell your students to read the texts again, but this time to focus on whether the sentences are true or false.

***Answer Key:*** ***1. T, 2. F, 3. F, 4. T, 5. T, 6. F***

**12. Answer the questions.**

**(R1)**

Tell your students to read the questions first. Then, read the text to find clues to answer the questions. They can work individually. When they finish, tell them to check their answers with their partners. Then, elicit the answers.

***Suggested Answers:***

***1. Because he wasn't aware of the importance of the brotherhood.***

***2. Yes. Because being older makes it necessary. Big brothers or sisters should feel responsible for their younger siblings to protect them.***

***3. Yes, safari and trekking in the wild nature may harm because people may hurt the animals and pollute the environment.***

***4. We live in it. It is our home.***

***5. Because the communication technology wasn't developed well.***

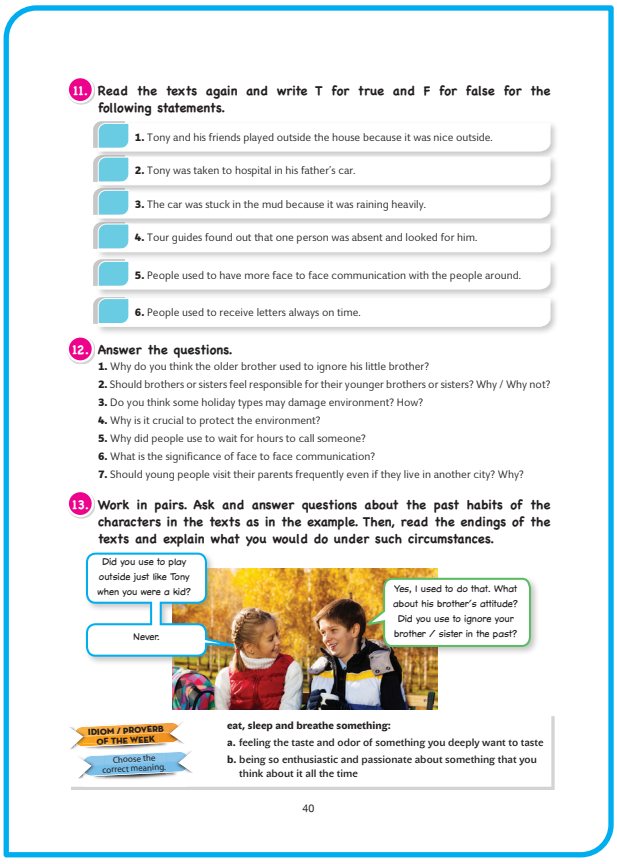
***6. It is more sincere and natural.***

***7. Yes because parents should be respected and valued all our lives.***

**13. Work in pairs. Ask and answer questions about the past habits of the characters in the texts as in the example. Then, read the endings of the texts and explain what would you do under such circumstances.**

**(F2, S1, S2)**

Ask students to work in pairs. Tell them to look at the example dialogue and ask and answer questions about the characters in the texts. When they finish asking questions about the past habits, tell them to read the endings and comment on


11. Read the texts again and write T for true and F for false for the following statements.

1. Tony and his friends played outside the house because it was nice outside.
2. Tony was taken to hospital in his father's car.
3. The car was stuck in the mud because it was raining heavily.
4. Tour guides found out that one person was absent and looked for him.
5. People used to have more face to face communication with the people around.
6. People used to receive letters always on time.

12. Answer the questions.

1. Why do you think the older brother used to ignore his little brother?
2. Should brothers or sisters feel responsible for their younger brothers or sisters? Why / Why not?
3. Do you think some holiday types may damage environment? How?
4. Why is it crucial to protect the environment?
5. Why did people use to wait for hours to call someone?
6. What is the significance of face to face communication?
7. Should young people visit their parents frequently even if they live in another city? Why?

13. Work in pairs. Ask and answer questions about the past habits of the characters in the texts as in the example. Then, read the endings of the texts and explain what you would do under such circumstances.

Did you use to play outside just like Tony when you were a kid?

Never.

Yes, I used to do that. What about his brother's attitude? Did you use to ignore your brother / sister in the past?

IDIOM / PROVERB OF THE WEEK

Choose the correct meaning.

eat, sleep and breathe something:

a. feeling the taste and odor of something you deeply want to taste
b. being so enthusiastic and passionate about something that you think about it all the time

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what they would do under those circumstances. Monitor them while they are doing the activity and help them if they need. When the activity finishes, you can elicit some answers from some pairs or they can act out their dialogue in front of the class.

***Answer Key:*** ***Students' own answers***

## IDIOM / PROVERB OF THE WEEK

Tell students to find "eat, sleep and breathe something" from the texts and guess the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***b***

## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 145 and do the exercises.

## E-Portfolio

**Write down a short paragraph on your blog and describe one of your bad memories.**

**(F1, W1)**

E-portfolios are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology. Ask your students to think about one of their bad memories. Then, tell them to write a paragraph describing the event in details and express their feelings and opinions about that. You can also ask them to put this paragraph on their personal blogs on the web. Then, tell your students to read the first part of their pair's paragraph and complete it with a different ending.

## HELP EACH OTHER

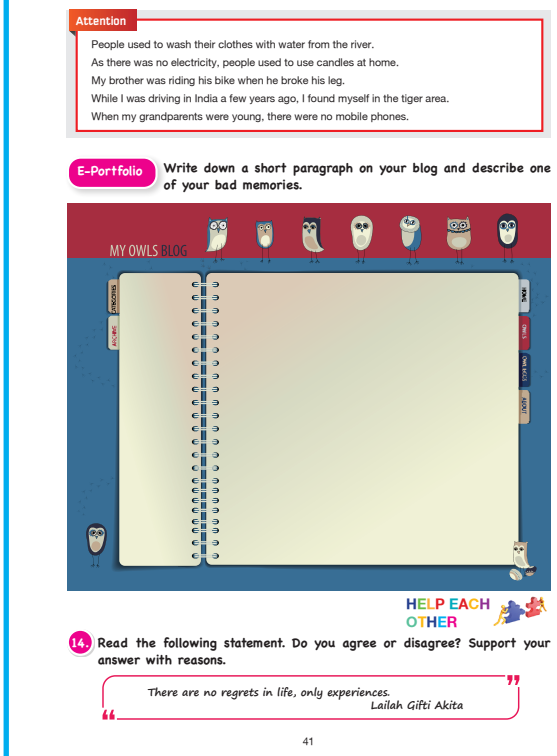
Tell your students to work in pairs and read their friend's paragraphs to give them feedback by using the mini-rubric given in theme 1 page 19.

**14. Read the following statement. Do you agree or disagree? Support your answer with reasons.**

**(F1, F2, S2)**

Ask students to discuss the statement in groups of four. Tell them to support their opinions by explaining and justifying. This activity will help students activate their schemata and become familiar with the topic. Familiarizing students with the topic, "regrets", will make them active participants in the listening process.

***Answer Key:*** ***Students' own answers***


Attention

People used to wash their clothes with water from the river.
As there was no electricity, people used to use candles at home.
My brother was riding his bike when he broke his leg.
While I was driving in India a few years ago, I found myself in the tiger area.
When my grandparents were young, there were no mobile phones.

E-Portfolio Write down a short paragraph on your blog and describe one of your bad memories.

MY OWLS BLOG

HELP EACH OTHER

14. Read the following statement. Do you agree or disagree? Support your answer with reasons.

"There are no regrets in life, only experiences."
Lailah Gifti Akita

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## NOTES

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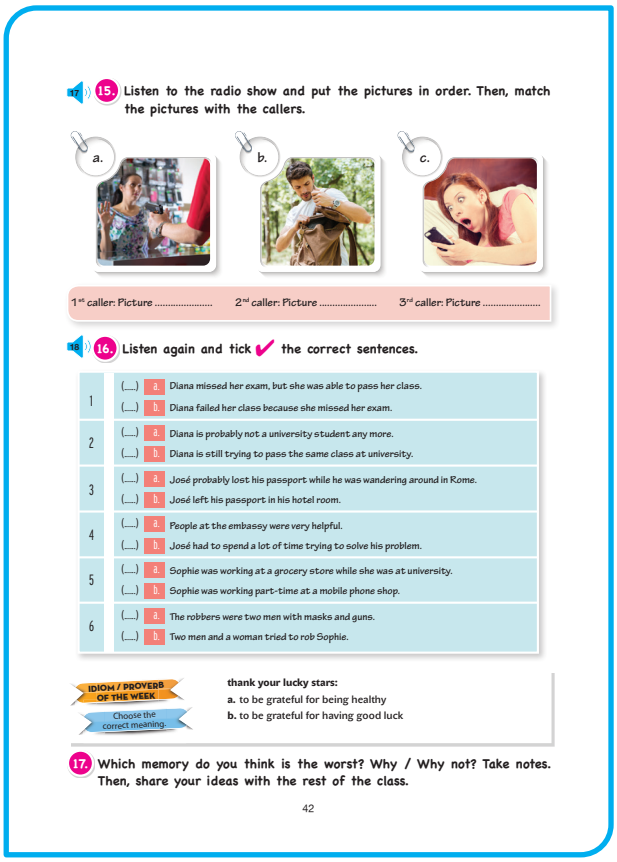
**15. Listen to the radio show and put the pictures in order. Then, match the pictures with the callers.**

**(F1, F2, L1, L2)**

Tell students that you will play the recording once and they will be listening to a radio show host talking to different people about their worst memories. Tell them to look at the pictures carefully first. Then, play the recording once. After the listening, elicit the answers.




**Tapescript 17**

**Radio Presenter:** Hello, everyone and welcome to our show "Memories." Tonight, we have three callers and they will tell us their worst memories. Are you ready? OK. Here is our first caller. Hello, Diana. So, what's your worst memory?

**Diana:** Hello, Ross. My worst memory is from my university years. We had a very important final exam and I studied for it many nights. On the day of the exam, I woke up and saw that it was 11 o'clock in the morning! And the exam was at 8.30! So, while my classmates were taking an exam, I was sleeping! Can you believe that? And, of course, I failed that class because I missed the exam.

**Radio Presenter:** Oh, God! Diana, I'm sorry to hear that! Did you pass that class later on?

**Diana:** Yes, I did, but this time, I didn't sleep before the exam!

**Radio Presenter:** Ahahaha! Great! OK, thank you for this story, Diana. Now, here is our second caller: José. Hi, José! Do you have a story for us?

**José:** Hi, Ross! Of course, I do! When I first went abroad, I lost my passport.

**Radio Presenter:** What? That's terrible! Tell us more about it, please.

**José:** Well, after I checked into my hotel in Rome, I wanted to go sightseeing. While I was wandering around the town, I realized I didn't have my passport with me, so I immediately went back to the hotel. Unfortunately, it wasn't in my room! I had lost it somewhere in the city!

**Radio Presenter:** Wow! That's really bad! What did you do then?

**José:** I had to go to the embassy to apply for another passport. And the people in the embassy were very unfriendly. They seemed like they didn't want to help me at all! It is still a very bad memory for me because I remember how I spent four days of my 8-day-vacation between the embassy and the police station.

**Radio Presenter:** Alright! Thanks, José. And here is our final caller: Sophie. Hi, Sophie! Go ahead with your story, please!

**Sophie:** Sure, Ross. Two years ago, I was working part-time at a mobile phone shop to earn some extra money while I was studying at university. Anyway, one night, my manager had to leave early and she asked me to close the shop for her. Just as I was closing the shop, two men came in. They were wearing masks and holding guns! They asked me to give all the money in the cash register. I was so scared! So, I gave them all the money and they left! But, I still remember that day because it was the worst day in my life.

**Radio Presenter:** This is unbelievable, Sophie! I am glad you're OK. You should definitely thank your lucky stars! Alright, folks! That's all from us tonight! Be here at the same time tomorrow!

***Answer Key:***
***1st caller: c***
***2nd caller: b***
***3rd caller: a***

**16. Listen again and tick (✔) the correct sentences.**

**(F1, F2, L2)**

Tell students that they will listen to the radio show again, but this time, they will answer true / false statements. Tell them to read the statements first before they start listening. Play the recording twice. When they are finished, ask them to share their answers with their partners. Finally, check the answers with the class.

**Tapescript 18**
It is the same as Tapescript 17.

***Answer Key:*** ***1. b, 2. a, 3. a, 4. b, 5. b, 6. a***

**IDIOM / PROVERB OF THE WEEK**

Remind students what they did in the previous idiom / proverb of the week section and ask them to discuss the meaning of this idiom / proverb and ask them to think about other situations in which they can use this idiom / proverb.

***Answer Key:*** ***b***

**17. Which memory do you think is the worst? Why / Why not? Take notes. Then, share your ideas with the rest of the class.**

**(F1, S2)**

Ask students to work individually first and take notes. Then, tell them to work in groups of three and share their ideas. Remind them that while sharing their opinions, they need to explain and justify their opinions. Finally, elicit some answers.

***Answer Key:*** ***Students' own answers***

**NOTES**

## 18. Listen to the parts of the conversation in exercise 15 and tick (✓) the correct intonation.

**(P1)**

Before listening, give examples for the rising intonation in questions by asking simple questions like “Is it cold?”, “Are you hungry?”, etc. Then, ask students to repeat after you as you say the questions with rising intonation. Use your hand to show how the intonation rises at the end of the questions. After you have practiced rising intonation, tell students to listen to you and ask them if the intonation rises or falls. This time, first mime the rising intonation in a question and then mime the falling intonation in a statement so that students can see the difference in the intonation. Then, focus on the sentences, give some examples and ask students to repeat after you. Make sure that students inductively notice the difference between the intonation patterns. Then, play the recording twice without any interruption. Afterwards, ask students to check their answers with their partners. Finally, check the answers with the class.

| Rising | Falling |
|---|---|
| In Yes / No questions, the intonation rises. | In statements, the intonation falls. |

**Tapescript 19**

1. Did you pass that class later on?
   Yes, I did.
2. Can you believe that?
   I’m sorry to hear that.
3. Do you have a story for us?
   Of course, I do.
4. Go ahead with your story, please.
   It was the worst day in my life.

**NOTES**

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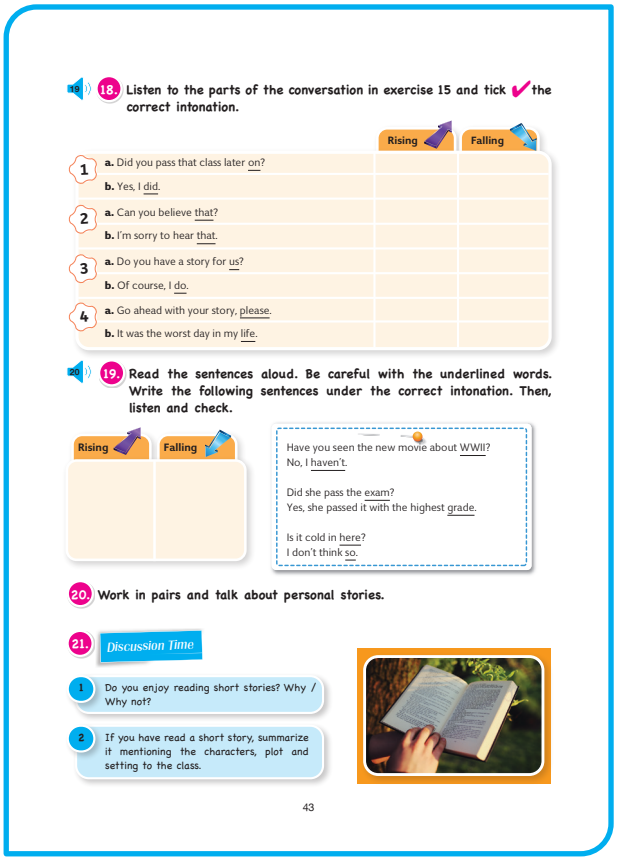

18. Listen to the parts of the conversation in exercise 15 and tick ✔ the correct intonation.

| | | Rising | Falling |
|---|---|---|---|
| 1 | a. Did you pass that class later on? | | |
| | b. Yes, I did. | | |
| 2 | a. Can you believe that? | | |
| | b. I’m sorry to hear that. | | |
| 3 | a. Do you have a story for us? | | |
| | b. Of course, I do. | | |
| 4 | a. Go ahead with your story, please. | | |
| | b. It was the worst day in my life. | | |

19. Read the sentences aloud. Be careful with the underlined words. Write the following sentences under the correct intonation. Then, listen and check.

Rising | Falling

Have you seen the new movie about WWII?
No, I haven’t.

Did she pass the exam?
Yes, she passed it with the highest grade.

Is it cold in here?
I don’t think so.

20. Work in pairs and talk about personal stories.

21. Discussion Time

1. Do you enjoy reading short stories? Why / Why not?
2. If you have read a short story, summarize it mentioning the characters, plot and setting to the class.

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## 19. Read the sentences aloud. Be careful with the underlined words. Write the following sentences under the correct intonation. Then, listen and check.

**(P1)**

Tell your students to read the sentences aloud. Ask them to be careful with the underlined words and write down the sentences under the correct intonation boxes. When they’re finished, play the CD and let them check their answers.

***Answer Key:***

***1. Did you pass that class later on? (Rising)***
***Yes, I did. (Falling)***
***2. Can you believe that? (Rising)***
***I’m sorry to hear that. (Falling)***
***3. Do you have a story for us? (Rising)***
***Of course, I do. (Falling)***
***4. Go ahead with your story, please. (Falling)***
***It was the worst day in my life. (Falling)***

**Tapescript 20**

Have you seen the new movie about WWII?

No, I haven't.

Did she pass the exam?

Yes, she passed it with the highest grade.

Is it cold in here?

I don't think so.

***Answer Key:***

***Rising***

***Have you seen the new movie about WWII?***

***Did she pass the exam?***

***Is it cold in here?***

***Falling***

***No, I haven't.***

***Yes, she passed it with the highest grade.***

***I don't think so.***

**20. Work in pairs and talk about personal stories.**

**(F1, F3, S2)**

Ask students which of the stories in the listening sounded familiar to them. After you elicit some answers, tell them that they will talk about their own stories in pairs. Monitor them as they are engaged in the activity. Then, ask them to share their stories with the rest of the class.

***Answer Key:*** ***Students' own answers***

**21. Discussion Time**

**(F1, R2)**

Ask students whether they have ever read short stories. If yes, ask some of them to summarize the story to the class. If not, ask them to do a research on famous short stories and share the information they can find out with their classmates. When students answer the given questions, they will familiarize themselves with the topic, short stories. They may work in groups or as a whole class. You can also bring a short story to the class if students don't know any.

**NOTES**

**22. Look at the chart. Read the short story "How the Camel Got His Hump" written by Rudyard Kipling and complete the chart.**

**(R2)**

Give students enough time to analyze the chart first. Then, revise the chart and explain what the literary terms mean. Ask them whether they have understood the terms or not. Then, ask them to read the short story and complete the chart. Monitor them while they are doing the activity. Before you elicit the answers, ask them to check their answers with a partner so that they can learn from each other.

***Answer Key:***

***Describe the Characters:***

- ***The Camel: lazy, doesn't talk much, a Howler***
- ***The Man: only interested in his business, cruel***
- ***Other Animals: Horse, Ox and Dog, hardworking, angry at the Camel, work for the Man***
- ***The Djinn: does Magic, intelligent, problem solver***

***Describe the setting (where the story takes place):***

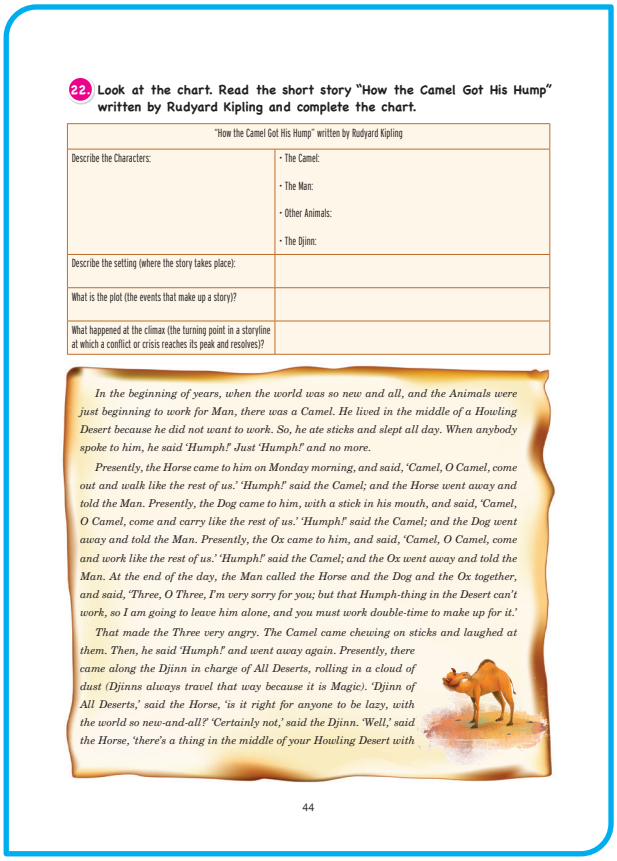
***The new world, in the middle of a Howling Desert***

***What is the plot (the events that make up a story)?***

***There was a lazy Camel which didn't want to work but there were a lot of things to do because the world was new and Animals started working for the Man. Some animals asked for its help but it refused to do so. In the end, the Man told them they would work more as that Camel didn't work. They got angry and when they came across a Djinn, they told him about the Camel. The Djinn found a solution and gave the Camel a hump and it started working.***

***What happened at the climax (the turning point in a storyline at which a conflict or crisis reaches its peak and resolves)?***

***The Djinn and the Camel talked about work and the Djinn made it work by giving it a hump by which it could work for days without eating or drinking.***



22 Look at the chart. Read the short story "How the Camel Got His Hump" written by Rudyard Kipling and complete the chart.

| "How the Camel Got His Hump" written by Rudyard Kipling | |
|---|---|
| Describe the Characters: | • The Camel:<br>• The Man:<br>• Other Animals:<br>• The Djinn: |
| Describe the setting (where the story takes place): | |
| What is the plot (the events that make up a story)? | |
| What happened at the climax (the turning point in a storyline at which a conflict or crisis reaches its peak and resolves)? | |

*In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel. He lived in the middle of a Howling Desert because he did not want to work. So, he ate sticks and slept all day. When anybody spoke to him, he said 'Humph!' Just 'Humph!' and no more.*

*Presently, the Horse came to him on Monday morning, and said, 'Camel, O Camel, come out and walk like the rest of us.' 'Humph!' said the Camel; and the Horse went away and told the Man. Presently, the Dog came to him, with a stick in his mouth, and said, 'Camel, O Camel, come and carry like the rest of us.' 'Humph!' said the Camel; and the Dog went away and told the Man. Presently, the Ox came to him, and said, 'Camel, O Camel, come and work like the rest of us.' 'Humph!' said the Camel; and the Ox went away and told the Man. At the end of the day, the Man called the Horse and the Dog and the Ox together, and said, 'Three, O Three, I'm very sorry for you; but that Humph-thing in the Desert can't work, so I am going to leave him alone, and you must work double-time to make up for it.'*

*That made the Three very angry. The Camel came chewing on sticks and laughed at them. Then, he said 'Humph!' and went away again. Presently, there came along the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic). 'Djinn of All Deserts,' said the Horse, 'is it right for anyone to be lazy, with the world so new-and-all?' 'Certainly not,' said the Djinn. 'Well,' said the Horse, 'there's a thing in the middle of your Howling Desert with*

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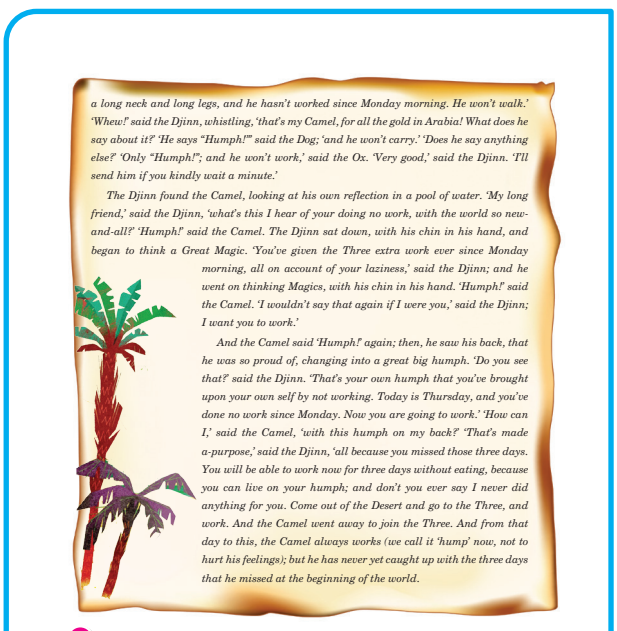

*a long neck and long legs, and he hasn't worked since Monday morning. He won't walk.' 'Whew!' said the Djinn, whistling, 'that's my Camel, for all the gold in Arabia! What does he say about it?' 'He says "Humph!"' said the Dog; 'and he won't carry.' 'Does he say anything else?' 'Only "Humph!"; and he won't work,' said the Ox. 'Very good,' said the Djinn. 'I'll send him if you kindly wait a minute.'*

*The Djinn found the Camel, looking at his own reflection in a pool of water. 'My long friend,' said the Djinn, 'what's this I hear of your doing no work, with the world so new-and-all?' 'Humph!' said the Camel. The Djinn sat down, with his chin in his hand, and began to think a Great Magic. 'You've given the Three extra work ever since Monday morning, all on account of your laziness,' said the Djinn; and he went on thinking Magics, with his chin in his hand. 'Humph!' said the Camel. 'I wouldn't say that again if I were you,' said the Djinn; I want you to work.'*

*And the Camel said 'Humph!' again; then, he saw his back, that he was so proud of, changing into a great big humph. 'Do you see that?' said the Djinn. 'That's your own humph that you've brought upon your own self by not working. Today is Thursday, and you've done no work since Monday. Now you are going to work.' 'How can I,' said the Camel, 'with this humph on my back?' 'That's made a-purpose,' said the Djinn, 'all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and work. And the Camel went away to join the Three. And from that day to this, the Camel always works (we call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world.*

23 Read the short story again and write a short paragraph to summarize it in your own words using the prompts.

• Plot / Climax • Setting • Characters

24 Complete the short story using your own words.

Once upon a time, there was a village in a huge forest. A lot of friendly and good people were living in that village. They were farmers and they all loved the nature and animals. They were always helping each other, cooperating when it was necessary and sharing what they had, so all the villagers were living happily in peace. However, one day, something changed everything. .....

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**23. Read the short story again and write a short paragraph to summarize it in your own words using the prompts.**

- **Plot / Climax**
- **Setting**
- **Characters**

**(R2)**

Tell the students to read the story again and summarize the main points covered in the story. Remind them that they can make use of the information in the chart that they have completed in the previous exercise. When they finish, ask some of them to read their summary aloud.

***Answer Key:*** ***Students' own answers***

**24. Complete the short story using you own words.**

**(W1)**

Ask students to read the beginning of a short story first. Discuss the possible endings first and write some possibilities on the board. Then, tell them to complete the story in their own words. When they finish, ask some volunteers to share their stories.

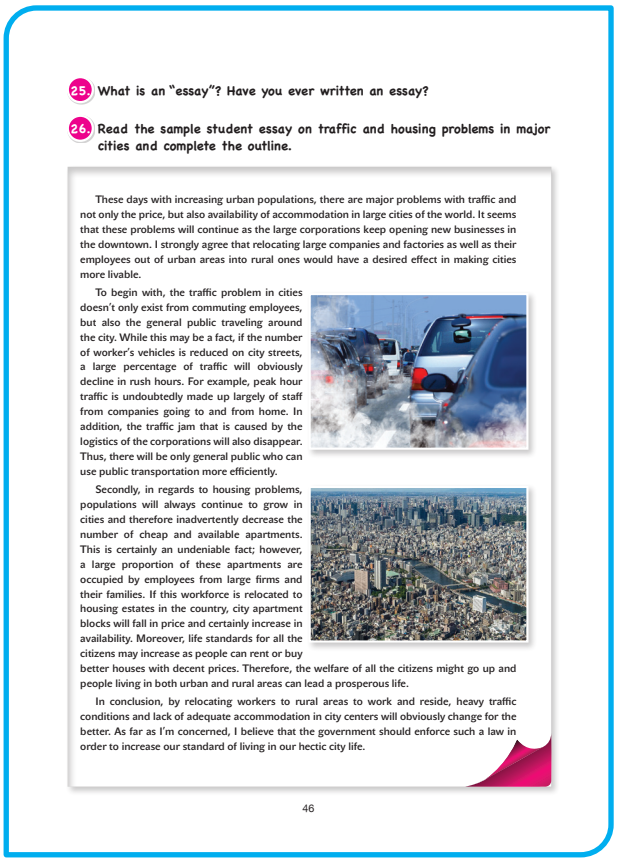
***Answer Key:*** ***Students' own answers***

**25. What is an "essay"? Have you ever written an essay?**

**(R3)**

Ask students what an essay is. If they know it, ask for a short explanation. Then, explain what it is. An essay is a piece of writing by which a writer organizes and expresses his / her own ideas on a given topic. You can also show another essay sample to the students beforehand.

***Answer Key:*** ***An essay is a piece of writing by which a writer organizes and expresses his / her own ideas on a given topic.***
***Students' own answers.***



25 What is an "essay"? Have you ever written an essay?

26 Read the sample student essay on traffic and housing problems in major cities and complete the outline.

These days with increasing urban populations, there are major problems with traffic and not only the price, but also availability of accommodation in large cities of the world. It seems that these problems will continue as the large corporations keep opening new businesses in the downtown. I strongly agree that relocating large companies and factories as well as their employees out of urban areas into rural ones would have a desired effect in making cities more livable.

To begin with, the traffic problem in cities doesn't only exist from commuting employees, but also the general public traveling around the city. While this may be a fact, if the number of worker's vehicles is reduced on city streets, a large percentage of traffic will obviously decline in rush hours. For example, peak hour traffic is undoubtedly made up largely of staff from companies going to and from home. In addition, the traffic jam that is caused by the logistics of the corporations will also disappear. Thus, there will be only general public who can use public transportation more efficiently.

Secondly, in regards to housing problems, populations will always continue to grow in cities and therefore inadvertently decrease the number of cheap and available apartments. This is certainly an undeniable fact; however, a large proportion of these apartments are occupied by employees from large firms and their families. If this workforce is relocated to housing estates in the country, city apartment blocks will fall in price and certainly increase in availability. Moreover, life standards for all the citizens may increase as people can rent or buy better houses with decent prices. Therefore, the welfare of all the citizens might go up and people living in both urban and rural areas can lead a prosperous life.

In conclusion, by relocating workers to rural areas to work and reside, heavy traffic conditions and lack of adequate accommodation in city centers will obviously change for the better. As far as I'm concerned, I believe that the government should enforce such a law in order to increase our standard of living in our hectic city life.

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**26. Read the sample student essay on traffic and housing problems in major cities and complete the outline.**

**(R3)**

Ask students to read the sample essay silently. Then, ask whether they like the organization and why. Explain that before writing an essay, it is always better to form an outline to organize properly. Before moving on, revise the terms in the outline, tell them to complete the outline. Students can work in pairs or groups. When they finish, before eliciting the answers, ask them to check other groups' outlines. After eliciting the answers, you can pick the best outline and stick that to the class wall.

***Answer Key:***

***Introduction Paragraph***

***General Statements: These days with increasing urban populations, there are major problems with traffic and not only the price, but also availability of accommodation in large cities of the world.***

***It seems that these problems will continue as the large corporations keep opening new businesses in the downtown.***

***Thesis Statement (Final sentence of the introduction by which the writer states the general main idea of the essay): I strongly agree that relocating large companies and factories as well as their employees out of urban areas into rural ones would have a desired effect in making cities more livable.***

***Body Paragraph 1***

***Topic Sentence (First sentence of the body paragraph by which the writer states the topic of that paragraph): To begin with, the traffic problem in cities doesn't only exist from commuting employees, but also the general public traveling around the city.***

***Supporting Sentence: While this may be a fact, if the number of worker's vehicles is reduced on city streets, a large percentage of traffic will obviously decline in rush hours.***

***Supporting Detail: For example, peak hour traffic is undoubtedly made up largely of staff from companies going to and from home.***

***Supporting Sentence: In addition, the traffic jam that is caused by the logistics of the corporations will also disappear.***

***Supporting Detail: Thus, there will be only general public who can use public transportation more efficiently.***

***Body Paragraph 2***

***Topic Sentence (First sentence of the body paragraph by which the writer states the topic of that paragraph): Secondly, in regards to housing problems, populations will always continue to grow in cities and therefore inadvertently decrease the number of cheap and available apartments.***

***Supporting Sentence: This is certainly an undeniable fact; however, a large proportion of these apartments are occupied by employees from large firms and their families.***

***Supporting Detail: If this workforce is relocated to housing estates in the country, city apartment blocks will fall in price and certainly increase in availability.***

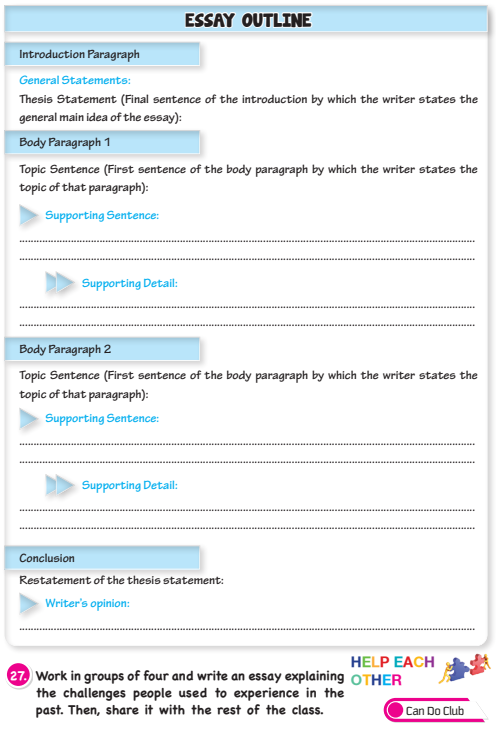
***Supporting Sentence: Moreover, life standards for all the citizens may increase as people can rent or buy better houses with decent prices.***

***Supporting Detail: Therefore, the welfare of all the citizens might go up and people living in both urban and rural areas can lead a prosperous life.***

***Conclusion***

***Restatement of the thesis statement: In conclusion, by relocating workers to rural areas to work and reside, heavy traffic conditions and lack of adequate accommodation in city centers will obviously change for the better.***

***Writer's opinion: As far as I'm concerned, I believe that the government should enforce such a law in order to increase our standard of living in our hectic city life.***



ESSAY OUTLINE

Introduction Paragraph

General Statements:

Thesis Statement (Final sentence of the introduction by which the writer states the general main idea of the essay):

Body Paragraph 1

Topic Sentence (First sentence of the body paragraph by which the writer states the topic of that paragraph):

Supporting Sentence:

Supporting Detail:

Body Paragraph 2

Topic Sentence (First sentence of the body paragraph by which the writer states the topic of that paragraph):

Supporting Sentence:

Supporting Detail:

Conclusion

Restatement of the thesis statement:

Writer's opinion:

27 Work in groups of four and write an essay explaining the challenges people used to experience in the past. Then, share it with the rest of the class.

HELP EACH OTHER

Can Do Club

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**27. Work in groups of four and write an essay explaining the challenges people used to experience in the past. Then, share it with the rest of the class.**

**(R3)**

Tell students to form new groups of four to write an essay. You can also ask them to form an outline first before they start writing down the whole essay. Monitor them while they are doing the activity and correct necessary mistakes from the outlines before they start writing the essay. When they finish, ask the groups to put their essays on the walls and share their products with the rest of the class.

***Answer Key:*** ***Students' own answers***

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's essay to give them feedback by using the mini-rubric given in theme 1 page 19.

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 140 and fill in the table.

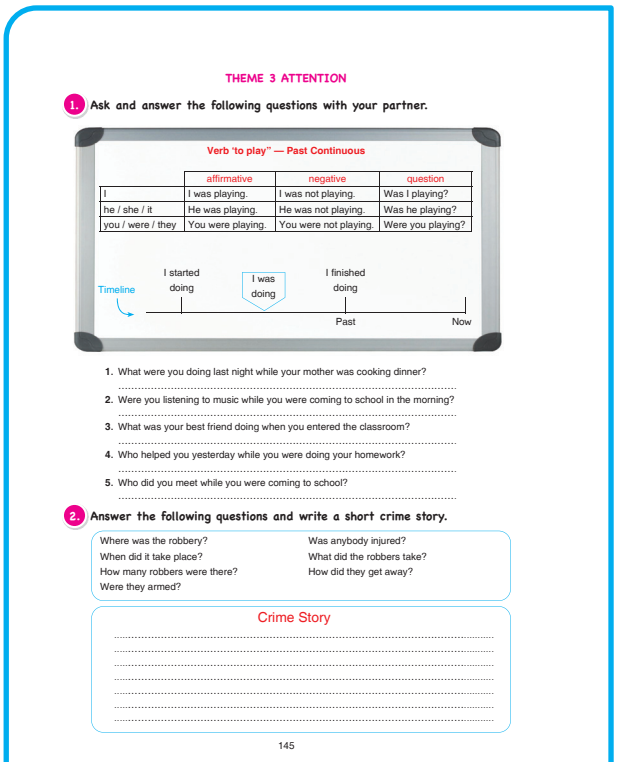
## THEME 3 ATTENTION ANSWER KEY

**1. Ask and answer the following questions with your partner.**

Students' own answers

**2. Answer the following questions and write a short crime story.**

Students' own answers



THEME 3 ATTENTION

1. Ask and answer the following questions with your partner.

Verb 'to play" — Past Continuous

| | affirmative | negative | question |
|---|---|---|---|
| I | I was playing. | I was not playing. | Was I playing? |
| he / she / it | He was playing. | He was not playing. | Was he playing? |
| you / were / they | You were playing. | You were not playing. | Were you playing? |

Timeline: I started doing — I was doing — I finished doing — Past — Now

1. What were you doing last night while your mother was cooking dinner?
2. Were you listening to music while you were coming to school in the morning?
3. What was your best friend doing when you entered the classroom?
4. Who helped you yesterday while you were doing your homework?
5. Who did you meet while you were coming to school?

2. Answer the following questions and write a short crime story.

Where was the robbery? / Was anybody injured?
When did it take place? / What did the robbers take?
How many robbers were there? / How did they get away?
Were they armed?

Crime Story

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NOTES

# THEME 3 WORKBOOK

**1.** Make an interview with your parents and grandparents. Ask questions using the prompts. Then, write sentences about how life used to be in the past.

communication | transportation | education | household chores | office work | buildings / appliances

*e.g.* ***You:*** *How did you communicate with your relatives in other cities?*
***Your Grandmother:*** *We wrote letters.*
***Your sentence:*** *In the past, people used to write letters to get in touch with their relatives.*

| | Your Question | Answer | Your sentence |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | Students' own answers | | |
| 4. | | | |
| 5. | | | |

**2.** Combine the parts of a sentence to make a meaningful sentence.

| | | |
|---|---|---|
| (C) | 1. While Jack was walking to school, | a. when I first saw them. |
| (E) | 2. My sister was studying | b. they heard the alarm. |
| (A) | 3. Tom and Jerry were fighting | c. he came across his classmate. |
| (D) | 4. When they stopped talking, | d. while Jamie was watching TV. |
| (B) | 5. We were preparing dinner | e. when her friend Hillary called. |
| (F) | 6. As I was chopping onions, | f. I cut my finger badly. |



**3.** Look at the pictures and write sentences to describe life in ancient times.

Suggested Answer Key

*e.g. People used to live in caves.*

1. People used to draw on the rocks.
2. People used to hunt animals.
3. There used to be wild animals.
4. People used to use different / simple tools.

**4.** Think about one of your childhood memories and answer the questions.

Students' own answers

1. Where were you?
2. Who were you with?
3. How did that day start?
4. What were your parents doing when that event happened?
5. How did you react?
6. How did that affect your life?



**5.** Work in groups of five and sit in a circle. First, look at the table of verbs. Then, one student continues the given story with one verb from the table and the other four take turns. Use each verb once and finish the story using all the verbs orally.

| | | | | |
|---|---|---|---|---|
| see | break | cut | lose | talk |
| walk | hit | watch | eat | jump |
| scream | cry | hear | laugh | think |
| take | listen | drop | carry | play |

Jeff, Andrea, David and Macy went deep into the forest that day to have a picnic. They had a lot of fun, but they couldn't realize that it was becoming dark. When they decided to go back, it was already dark, so they got lost. While they were trying to find their way home, there were some strange noises around. Then, ...

Students' own answers

**6.** Read the following information and solve the puzzle.

At a musical recital, five students (Jack, Katy, Tom, Amy and Sally) performed five musical pieces, two by Bach, two by Mozart and one by Vivaldi. There were three violinists and two pianists. Each student performed only one piece, and played only one instrument. Find the order of the students, their instruments and the composer, with the following conditions:

1. The composers were not played consecutively. Vivaldi was played last and Mozart was played first.
2. There was one piano piece that was played between two violin pieces, and two violin pieces between the first and last piano piece.
3. There were no piano pieces by Mozart.
4. Katy played third.
5. Jack played a piece by Mozart, and was immediately followed by Sally, who played the piano.
6. Amy did not play a piece by Vivaldi.

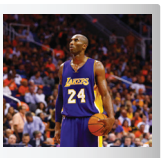
1. Jack played Mozart on the Violin.
2. Sally played Bach on the Piano.
3. Katy played Mozart on the Violin.
4. Amy played Bach on the Violin.
5. Tom played Vivaldi on the Piano.



**7.** Read the text and tick the correct answer.

**Kobe Bryant**

( 1978 – )



Kobe Bryant, the famous basketball player, was born on August 23, 1978 in Philadelphia. He is the son of former NBA player Joe "Jellybean" Bryant. In 1984, after ending his NBA career, the older Bryant **(1)** ..... the family to Italy and he played on the Italian League there. **(2)** ..... he grew up in Italy alongside two athletic older sisters, Kobe was an enthusiastic player of both basketball and soccer. When the family returned to Philadelphia in 1991, Kobe **(3)** ..... the Lower Merion high school basketball team there, and he helped it become the state champion four years in a row. With an eye on the NBA, he wanted to be better than any basketball player in Philadelphia, so he worked very hard.

He got good grades and high SAT scores, but Bryant decided to go straight to the NBA from high school. In 1996, the Los Angeles Lakers picked him and his real story began. In his second season, while he **(4)** ..... as guard, at the age of 19, he became the youngest All-Star in NBA history. Bryant went on to help the team win three consecutive NBA championships and he played in first-team all-NBA in 2002 and 2003. In the 2009 NBA finals, the Lakers **(5)** ..... the Orlando Magic to win the championship title. After this championship, he **(6)** ..... to stay with the Los Angeles Lakers for several more years.

Nowadays, he also **(7)** ..... advertisement agreements with famous companies. He is very popular and people still love him. Especially young teenagers dream that one day they **(8)** ..... a basketball hero like him in the future. In almost all his interviews, Kobe says that he believes that every teenager **(9)** ..... successful like him when they work continuously and enthusiastically. He adds that when he was a small kid, he **(10)** ..... very weak, but then, he tried hard and now, he is one of the strongest players in NBA, so people should trust themselves if they want the ultimate success.

| | | | | |
|---|---|---|---|---|
| 1. | ☐ used to take | ☐ takes | ☑ took | ☐ was taking |
| 2. | ☑ Because | ☐ So | ☐ But | ☐ Before |
| 3. | ☐ joins | ☑ joined | ☐ was joining | ☐ used to join |
| 4. | ☐ used to play | ☐ plays | ☐ is playing | ☑ was playing |
| 5. | ☐ beats | ☐ was beating | ☑ beat | ☐ used to beat |
| 6. | ☑ decided | ☐ was deciding | ☐ used to decide | ☐ stays |
| 7. | ☐ was having | ☐ had | ☐ is having | ☑ has |
| 8. | ☐ become | ☑ will become | ☐ became | ☐ are becoming |
| 9. | ☑ can be | ☐ must be | ☐ have to be | ☐ should be |
| 10. | ☐ were | ☐ can be | ☐ is | ☑ used to be |

# THEME 4

# WHAT A LIFE!

**FUNCTIONS (F)**

**F1** Describing places, people, and events in the past

**F2** Ordering events

**F3** Talking about personal experiences in the past

**SKILLS**

**Listening (L)**

**L1** Students will be able to identify expressions related to ordering past events in a recorded text.

**L2** Students will be able to put the past events in order in a recorded text/video.

**Pronunciation (P)**

**P1** Students will be able to practice pronunciation of -ed endings following voiced and unvoiced consonant sounds and following -t -d sounds.

**Speaking (S)**

**S1** Students will be able to share their personal experiences in the past.

**S2** Students will be able to describe places, people, and events in the past.

**Reading (R)**

**R1** Students will be able to order the events in the biography of a famous person / inventor / scientist/ celebrity.

**Writing (W)**

**W1** Students will be able to write an essay about a well-known figure from Turkish history.

**Warm Up**

Talk about your summer holiday and tell them a story using past tenses. Ask them to work in groups of three and talk about their summer holiday, what they did, where they were and how they spent their time. Once they're finished discussing, elicit answers from some of the students. Then, you can continue with the Theme 4 of the course book.

**NOTES**

**1. In your opinion, what is the most important event in history? Why? Discuss with your friend.**

**(F1)**

Ask students to work in pairs and discuss the important events in history and choose which one is the most important one for them. Then, elicit answers from the pairs and write them on the board. After you get all the answers, you can ask the whole class to choose the most important one among the events on the board.

***Answer Key:*** ***Students' own answers***

**2. Look at the picture below. Who are they? What are they doing? Share your ideas with the class.**

**(F1)**

Ask students to look at the picture carefully. Make sure that they understand people in the picture are in a battle and they are fighting near a castle. You may give them guidelines such as asking them to talk about their appearances, what they are carrying, where they are.

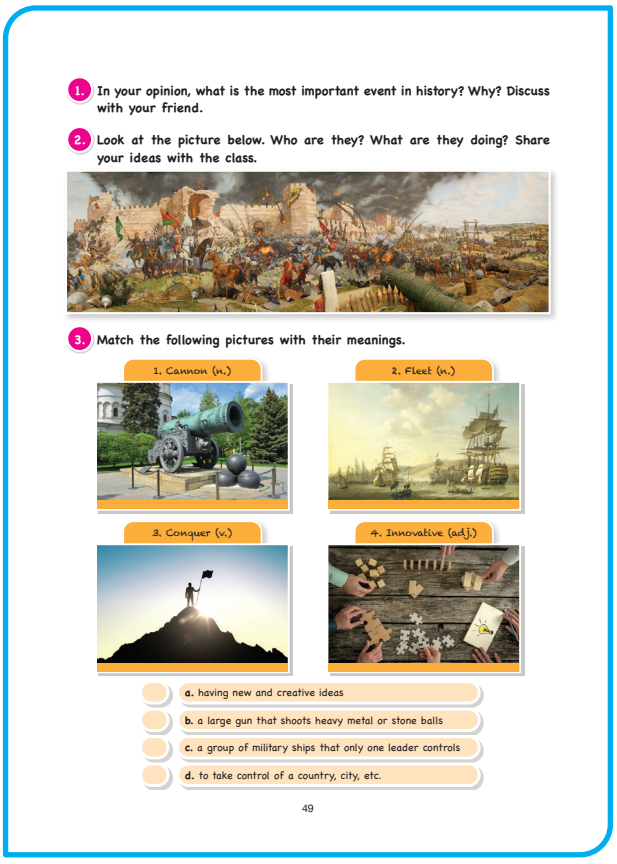
***Suggested Answers:*** ***They are warriors / soldiers. They are fighting.***

**3. Match the following pictures with their meanings.**

**(F1)**

Ask students to guess the meanings of the words in the pictures. Students can discuss their guesses with their friends. This is the pre-listening exercise that will help students activate their schemata and become familiar with the topic. Students will relate to the words in the pictures before they listen to a lecture about them.

***Answer Key:*** ***1. b, 2. c, 3. d, 4. a***


1. In your opinion, what is the most important event in history? Why? Discuss with your friend.

2. Look at the picture below. Who are they? What are they doing? Share your ideas with the class.

3. Match the following pictures with their meanings.

1. Cannon (n.)
2. Fleet (n.)
3. Conquer (v.)
4. Innovative (adj.)

a. having new and creative ideas
b. a large gun that shoots heavy metal or stone balls
c. a group of military ships that only one leader controls
d. to take control of a country, city, etc.

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**NOTES**

**4. Listen to a history teacher in her class and guess the topic of the lecture.**

**(L1)**

Tell students that they are going to listen to the introduction of a lecture. Ask them to guess the topic of the lecture. Play the recording once. After the listening is over, ask them to share their answers with their partners. Then, elicit answers from students and check them together.

**Tapescript 21**

**Teacher:** Hello, everyone. Today, I am going to talk about a very important event in history. Any guesses? Ahmet?

**Ahmet:** The invention of printing machine!

**Teacher:** That's a good guess, but no. Any other guesses? Deniz?

**Deniz:** Renaissance?

**Teacher:** Not really, Deniz, but thank you. Today, I am going to talk about the conquest of Constantinople, which is today's İstanbul. Are you ready? OK. Let's begin. First of all, any idea why this conquest is very important? Yes, Jason?

***Answer Key:***

***The conquest of Constantinople / İstanbul.***

**5. Listen to the second part of the lecture and put the following events in order.**

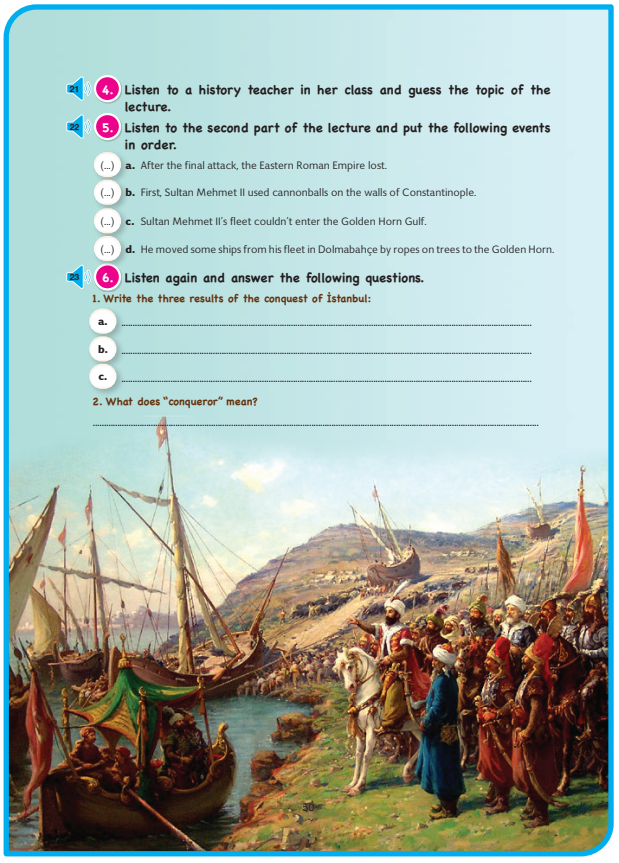
**(F1, F2, L1, L2)**

Tell students that they are going to listen to the whole lecture to put the events in order. Before playing the recording, ask them to read the sentences in two minutes and guess the correct order. Then, play the recording once. After the listening is over, ask them to share their answers with their partners. Then, play the listening again. Afterwards, elicit answers from students and check them together.

**Tapescript 22**

**Teacher:** Hello, everyone. Today, I am going to talk about a very important event in history. Any guesses? Ahmet?

**Ahmet:** The invention of printing machine!




**Teacher:** That's a good guess, but no. Any other guesses? Deniz?

**Deniz:** Renaissance?

**Teacher:** Not really, Deniz, but thank you. Today, I am going to talk about the conquest of Constantinople, which is today's İstanbul. Are you ready? OK. Let's begin. First of all, any idea why this conquest is very important? Yes, Jason?

**Jason:** With this conquest, the Ottomans became one of the most powerful empires.

**Teacher:** That's right, Jason. Thank you. The Ottoman Empire became very powerful. Also Sultan Mehmet the Second earned another title: Conqueror. You know what conqueror means, right?

**Zeynep:** Yes. It means "FATİH", hmm... in English, a person who takes over a place.

**Teacher:** Thank you, Zeynep. Exactly. Now, let me tell you about how Sultan Mehmet the Second planned his attack. First, he used cannonballs on the strong walls of

Constantinople. In fact, Sultan Mehmet the Second is one of the innovative leaders in history. Cannons were just one creative idea of his. He also had another creative idea. In fact, he thought outside the box during the attack on Constantinople. Let me give you an example: When his fleet couldn't enter the Golden Horn Gulf, he planned another strategy for his army. He moved some ships from his fleet in Dolmabahçe by ropes on trees to the Golden Horn. After that final attack, the Eastern Roman Empire lost. Actually, the Empire collapsed. In other words, this conquest was the end of the Eastern Roman Empire. After the Ottomans took over the city, the sultan allowed citizens to stay in the city in their own homes. He promised them that no one would touch them. He was kind and generous towards these people.

However, the official name of the city was changed to İstanbul much later in history. After the Turkish Postal Service Law in 1930, Turkish officials asked all foreigners to use the name İstanbul.

Well, it's break time now. After the break, I am going to show you a video about the conquest of Constantinople, and then, about İstanbul. You know, having witnessed many wars, İstanbul is still a romantic city and thousands of people visit it every year.

***Answer Key:*** ***a. 4, b. 1, c. 2, d. 3***

**NOTES**

.....

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**6. Listen again and answer the following questions.**

**(F1, F2, L1, L2)**

Before listening, ask students to read the questions. Then, play the recording once. Check the answers with the class.

**Tapescript 23**

It is the same as Tapescript 22.

***Answer Key:***

***1. a. Eastern Roman Empire collapsed.***

***b. Ottomans took over the city and gained more power.***

***c. The official name of the city was changed to İstanbul.***

***2. A person who takes over a place / Fatih.***

**NOTES**

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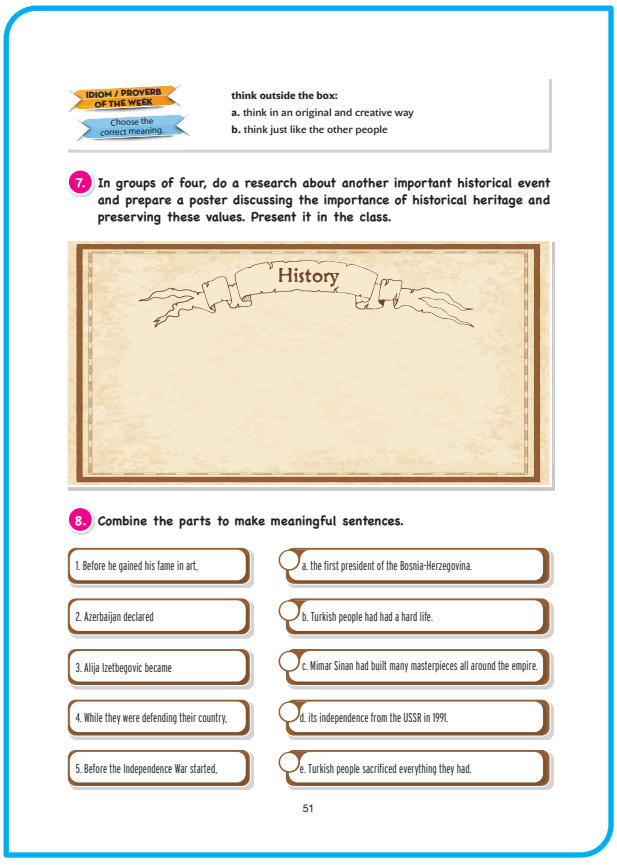
## IDIOM / PROVERB OF THE WEEK

Tell students to find "think outside the box" from the text and guess the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***a***


IDIOM / PROVERB OF THE WEEK

Choose the correct meaning.

think outside the box:

a. think in an original and creative way

b. think just like the other people

7. In groups of four, do a research about another important historical event and prepare a poster discussing the importance of historical heritage and preserving these values. Present it in the class.

History

8. Combine the parts to make meaningful sentences.

| | |
|---|---|
| 1. Before he gained his fame in art, | a. the first president of the Bosnia-Herzegovina. |
| 2. Azerbaijan declared | b. Turkish people had had a hard life. |
| 3. Alija Izetbegovic became | c. Mimar Sinan had built many masterpieces all around the empire. |
| 4. While they were defending their country, | d. its independence from the USSR in 1991. |
| 5. Before the Independence War started, | e. Turkish people sacrificed everything they had. |

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## 7. In groups of four, do a research about another important historical event and prepare a poster discussing the importance of historical heritage and preserving these values. Present it in the class.

**(F1, F2, S2)**

Tell students to work in groups of four and do a research about another important historical event. Ask them to prepare a poster of that event and present it in class. You can provide poster papers for your students or they can do an online poster presentation. After the presentations, put the posters on the classroom walls for motivation.

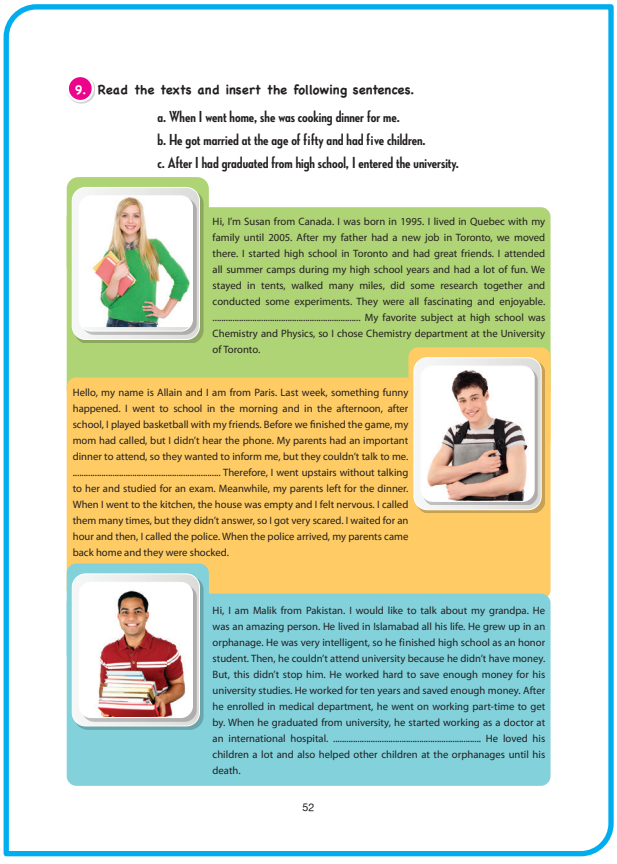
***Answer Key:*** ***Students' own answers***

## 8. Combine the parts to make meaningful sentences.

**(F1, F2, S2)**

Ask students to work individually and read the parts of sentences. Then, combine the parts to make meaningful sentences. Remind them that they should focus on the meaning, linkers and pronouns. When they finish, ask them to check their peer's answers before eliciting the answers.

***Answer Key:*** ***1. c, 2. d, 3. a, 4. e, 5. b***


9. Read the texts and insert the following sentences.

a. When I went home, she was cooking dinner for me.

b. He got married at the age of fifty and had five children.

c. After I had graduated from high school, I entered the university.

Hi, I'm Susan from Canada. I was born in 1995. I lived in Quebec with my family until 2005. After my father had a new job in Toronto, we moved there. I started high school in Toronto and had great friends. I attended all summer camps during my high school years and had a lot of fun. We stayed in tents, walked many miles, did some research together and conducted some experiments. They were all fascinating and enjoyable. ..... My favorite subject at high school was Chemistry and Physics, so I chose Chemistry department at the University of Toronto.

Hello, my name is Allain and I am from Paris. Last week, something funny happened. I went to school in the morning and in the afternoon, after school, I played basketball with my friends. Before we finished the game, my mom had called, but I didn't hear the phone. My parents had an important dinner to attend, so they wanted to inform me, but they couldn't talk to me. ..... Therefore, I went upstairs without talking to her and studied for an exam. Meanwhile, my parents left for the dinner. When I went to the kitchen, the house was empty and I felt nervous. I called them many times, but they didn't answer, so I got very scared. I waited for an hour and then, I called the police. When the police arrived, my parents came back home and they were shocked.

Hi, I am Malik from Pakistan. I would like to talk about my grandpa. He was an amazing person. He lived in Islamabad all his life. He grew up in an orphanage. He was very intelligent, so he finished high school as an honor student. Then, he couldn't attend university because he didn't have money. But, this didn't stop him. He worked hard to save enough money for his university studies. He worked for ten years and saved enough money. After he enrolled in medical department, he went on working part-time to get by. When he graduated from university, he started working as a doctor at an international hospital. ..... He loved his children a lot and also helped other children at the orphanages until his death.

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## 9. Read the texts and insert the following sentences.

**(F1, F2, F3)**

Ask students to read the sentences first. Then, ask them to read the texts quickly to identify the correct blanks to insert the sentences. When they finish, tell them to share their answers with their partners. Finally, elicit the answers and check. This exercise also develops students' scanning skills by making them look for specific information.

***Answer Key:*** ***1st text: c, 2nd text: a, 3rd text: b***

## 10. Read the texts again and answer the following questions.

**(R1)**

Ask students to read the questions first and ask them if they remember some of the answers from their first reading. Then, tell them to read the texts again and answer the questions in pairs. Once they are finished, ask them to check their answers with the pairs behind or in front of them. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information.

***Answer Key:***

***1. In 2005.***

***2. They stayed in tents, walked many miles, did some research together and conducted some experiments.***

***3. Her favorite subject at high school was Chemistry and Physics, so she chose Chemistry department.***

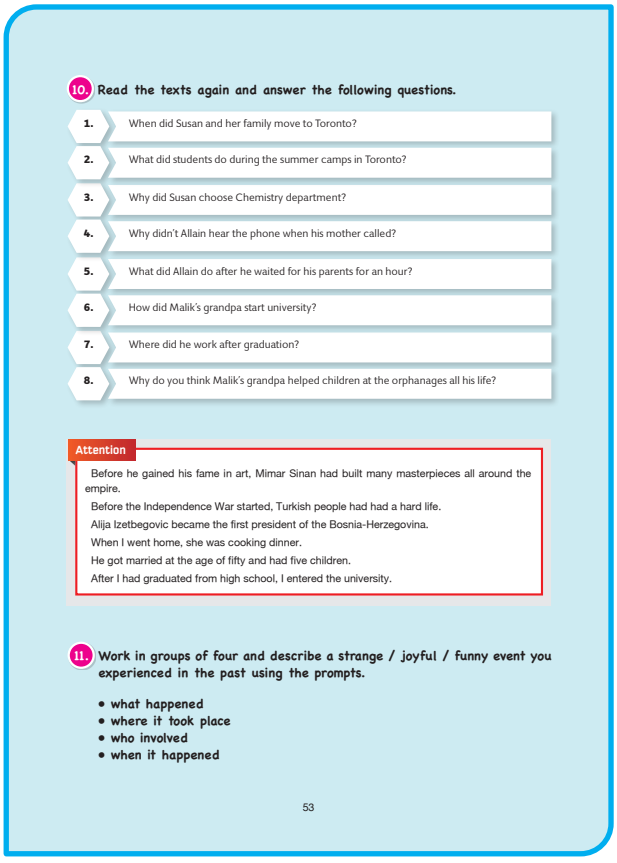
***4. He was playing basketball.***

***5. He called the police.***

***6. He worked for ten years and saved enough money.***

***7. When he graduated from university, he started working as a doctor at an international hospital.***

***8. Students' own answers***


10. Read the texts again and answer the following questions.

1. When did Susan and her family move to Toronto?
2. What did students do during the summer camps in Toronto?
3. Why did Susan choose Chemistry department?
4. Why didn't Allain hear the phone when his mother called?
5. What did Allain do after he waited for his parents for an hour?
6. How did Malik's grandpa start university?
7. Where did he work after graduation?
8. Why do you think Malik's grandpa helped children at the orphanages all his life?

Attention

Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire.
Before the Independence War started, Turkish people had had a hard life.
Alija Izetbegovic became the first president of the Bosnia-Herzegovina.
When I went home, she was cooking dinner.
He got married at the age of fifty and had five children.
After I had graduated from high school, I entered the university.

11. Work in groups of four and describe a strange / joyful / funny event you experienced in the past using the prompts.

- what happened
- where it took place
- who involved
- when it happened

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## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 146 and do exercise 2.

## 11. Work in groups of four and describe a strange / joyful / funny event you experienced in the past using the prompts.

**(F1, F2, F3, S1, S2)**

This exercise enables students to use all the information they have practiced in this unit, allowing them to use the language for communicative purposes as it is a free activity, in which they produce the language.

***Answer Key:* Students' own answers**

**NOTES**

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### 12. Discussion Time

**(F3)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. You may list the answers on board while they are discussing. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

### 13. Work in pairs and complete the chart.

**(F1, S2)**

Ask students to discuss the questions in pairs. Then, complete the chart describing everything in details. When they finish, ask some volunteers to share their completed charts with the rest of the class.

***Answer Key:* Students' own answers**

### 14. Who is Charles Dickens? Have you read any of his works?

**(F1)**

Ask students to discuss the question in pairs. If they know Charles Dickens, ask those students to introduce him to the class. If not, you can provide some information about him and mention his importance for world literature.

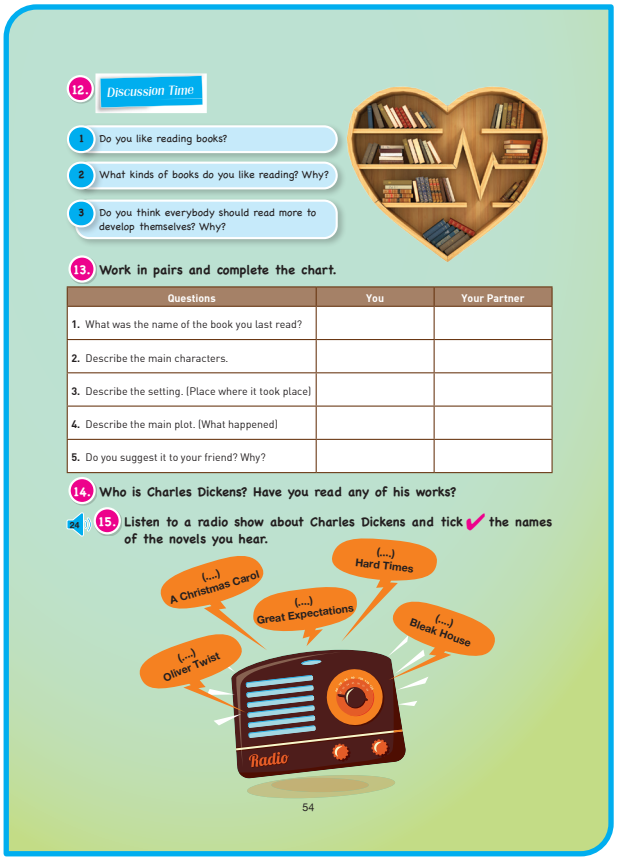
This exercise will help students activate their schemata and become familiar with the topic. Familiarizing with the author will make students active participants in the listening process.

***Answer Key:* Charles Dickens is a famous British writer.**

### 15. Listen to a radio show about Charles Dickens and tick (✔) the names of the novels you hear.

**(F1, F2)**

Tell students that they are going to listen to a radio show host talking about Charles Dickens. Tell them to tick the names of the novels they hear and share their answers with their partners. After they're finished, elicit the answers.




**Tapescript 24**

**Radio Presenter:** Hello, everyone and welcome to our show "Timeless Geniuses" on famous writers. Tonight, we are going to talk about Charles Dickens, a very important British writer, who lived in the 19th century in England.

Before Charles Dickens wrote his novels, he had had a difficult life. Dickens was born in Portsmouth in 1812. His family was rich in the beginning but that lasted only for a short time. When Dickens was nine years old, his father was imprisoned because he had a huge debt to the government. As a result, Charles started to work in a factory. After three years, he returned to school, but he never forgot that experience. In fact, he used this experience for writing his famous novels "David Copperfield" and "Great Expectations." In fact, "David Copperfield" is a very auto-biographical novel.

Dickens' career began as a journalist in London. Before he wrote "Pickwick Papers", he had published many stories. They were a series of funny stories about the parliament and people loved them. After a few years,

he published “Pickwick Papers”, a novel that became very successful. In 1835, he met and married his wife, Catherine Hogarth. In 1837, he began Oliver Twist, another successful novel, in monthly parts. As years passed, Dickens became more and more successful.

During his career, he wrote 15 novels and about 30 short stories. Especially his novels “A Tale of Two Cities”, “Hard Times”, “Great Expectations” and many others were read by millions of people all around the world. Dickens is still one of the best novelists of all times. His books get republished every year and many of his novels are on the reading lists in almost all schools.

Tonight, I am going to read one chapter from his novel “A Tale of Two Cities.” This novel is about French Revolution and how it affected both the French and the British. It takes place in London and Paris. Its main themes are social justice, darkness, and light.

OK. Let me start. “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair…”

***Answer Key:*** ***Great Expectations, Hard Times, Oliver Twist***

### 16. Listen again and put the events in order.

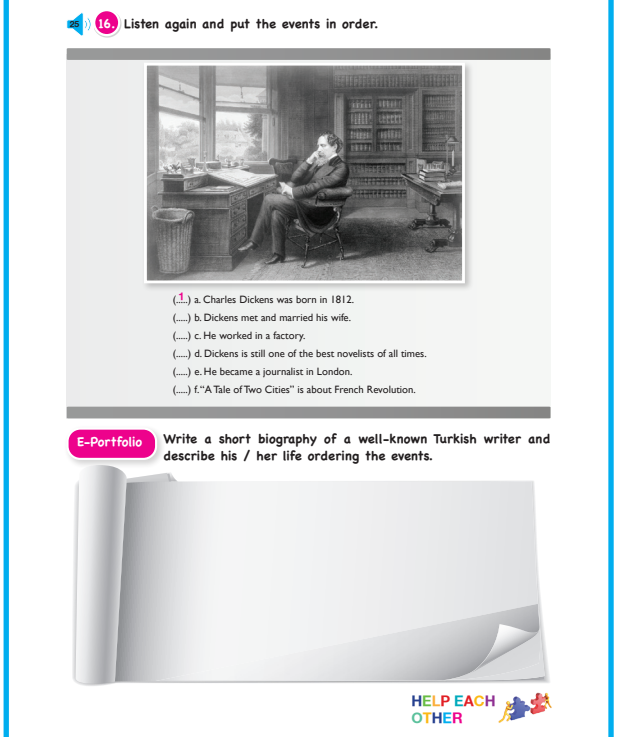
**(F1, F2, L1, L2)**

Tell students that they will listen to the radio show again, but this time, they will put the events in order. Tell them to read the statements first before they start listening. Play the recording twice. When they are finished, ask them to share their answers with their partners. Finally, check the answers with the class.

**Tapescript 25**

It is the same as Tapescript 24.

***Answer Key:*** ***a. 1, b. 4, c. 2, d. 5, e. 3, f. 6***


25 16. Listen again and put the events in order.

(1) a. Charles Dickens was born in 1812.
(.....) b. Dickens met and married his wife.
(.....) c. He worked in a factory.
(.....) d. Dickens is still one of the best novelists of all times.
(.....) e. He became a journalist in London.
(.....) f. “A Tale of Two Cities” is about French Revolution.

E-Portfolio Write a short biography of a well-known Turkish writer and describe his / her life ordering the events.

HELP EACH OTHER

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**E-Portfolio Write an essay about a well-known Turkish writer and describe his or her life ordering the events.**

**(F1, F2, W1)**

E-portfolios are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Ask your students to find information about their favorite Turkish writer and describe his or her life story in time order in an essay. You can also ask them to put this essay on their personal blogs on the web.

### HELP EACH OTHER

Tell your students to work in pairs and read their friend’s biography to give them feedback by using the mini-rubric given in theme 1 page 19.

## 17. Listen to the pronunciation of the following verbs' endings and repeat.

**(P1)**

Before listening, ask students what is / are the difference(s) among these three categories. Tell them to discuss it with their partners. After that, nominate some students to pronounce one verb from each category. Then, play the recording once. Ask them what kind of differences they hear. Finally, listen to the recording again and ask students to repeat each verb.

**Tapescript 26**

| / t / | / d / | / id / |
|---|---|---|
| laughed | showed | decided |
| missed | closed | hated |
| helped | opened | tasted |

## 18. Now, listen to the pronunciation of the verbs from exercise 15 and put them under the correct sound.

**(P1)**

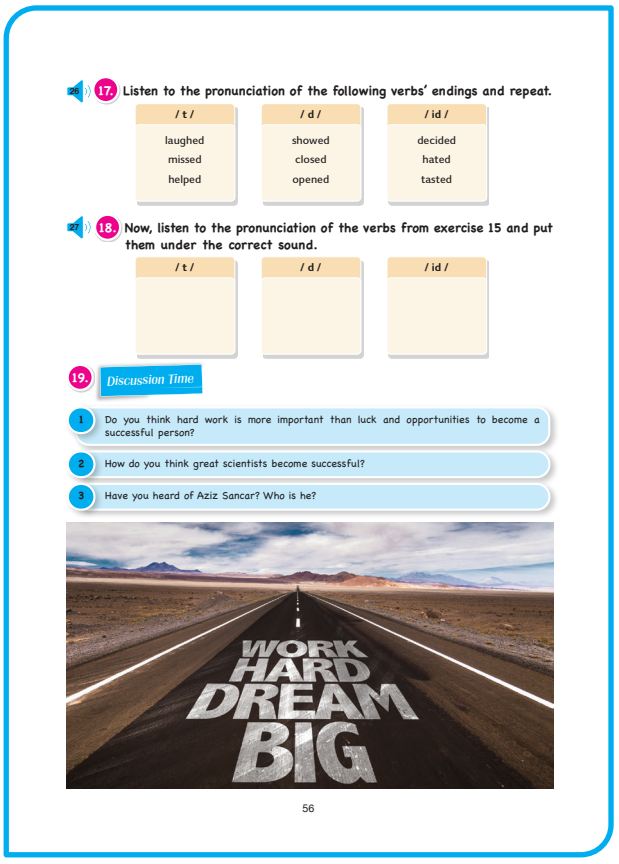
Before listening, remind students that they have practiced the different endings of past regular verbs in the previous exercise and now, they will do another exercise to practice that. Play the recording twice without interruption. Once they are finished, ask them to share their answers with their partners. After that, practice the pronunciation of the verbs with the class.

**Tapescript 27**

lasted
used
returned
started
published
affected

***Answer Key:***

| / t / | / d / | / id / |
|---|---|---|
| ***used*** | ***returned*** | ***lasted*** |
| ***published*** | | ***started*** |
| | | ***affected*** |




## 19. Discussion Time

**(F1, F3, S1)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. You may list the answers on board while they are discussing. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

**NOTES**

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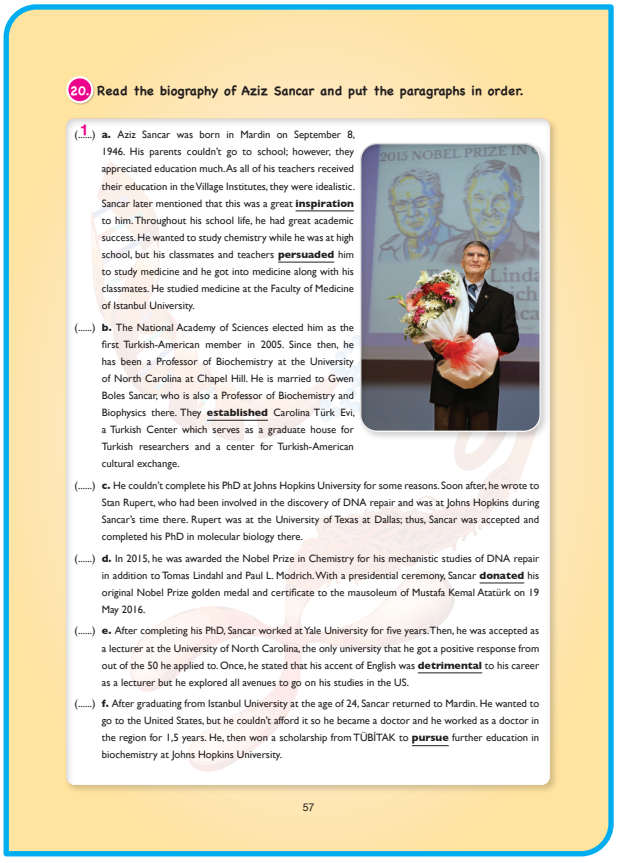
## 20. Read the biography of Aziz Sancar and put the paragraphs in order.

**(F1, F2, R1)**

Tell students that there is a unity in a text and the paragraphs are linked together with time order, order of importance and time linkers. Remind them that they are going to read a biography, so time order and linkers are important to put the paragraphs in order. First, let them read the text and put the paragraphs in order. Then, ask them to check their answers with a partner. Finally, elicit the answers.

***Answer Key:*** ***1. a, 5. b, 3. c, 6. d, 4. e, 2. f***



20. Read the biography of Aziz Sancar and put the paragraphs in order.

(1) **a.** Aziz Sancar was born in Mardin on September 8, 1946. His parents couldn't go to school; however, they appreciated education much. As all of his teachers received their education in the Village Institutes, they were idealistic. Sancar later mentioned that this was a great **inspiration** to him. Throughout his school life, he had great academic success. He wanted to study chemistry while he was at high school, but his classmates and teachers **persuaded** him to study medicine and he got into medicine along with his classmates. He studied medicine at the Faculty of Medicine of Istanbul University.

(.....) **b.** The National Academy of Sciences elected him as the first Turkish-American member in 2005. Since then, he has been a Professor of Biochemistry at the University of North Carolina at Chapel Hill. He is married to Gwen Boles Sancar, who is also a Professor of Biochemistry and Biophysics there. They **established** Carolina Türk Evi, a Turkish Center which serves as a graduate house for Turkish researchers and a center for Turkish-American cultural exchange.

(.....) **c.** He couldn't complete his PhD at Johns Hopkins University for some reasons. Soon after, he wrote to Stan Rupert, who had been involved in the discovery of DNA repair and was at Johns Hopkins during Sancar's time there. Rupert was at the University of Texas at Dallas; thus, Sancar was accepted and completed his PhD in molecular biology there.

(.....) **d.** In 2015, he was awarded the Nobel Prize in Chemistry for his mechanistic studies of DNA repair in addition to Tomas Lindahl and Paul L. Modrich. With a presidential ceremony, Sancar **donated** his original Nobel Prize golden medal and certificate to the mausoleum of Mustafa Kemal Atatürk on 19 May 2016.

(.....) **e.** After completing his PhD, Sancar worked at Yale University for five years. Then, he was accepted as a lecturer at the University of North Carolina, the only university that he got a positive response from out of the 50 he applied to. Once, he stated that his accent of English was **detrimental** to his career as a lecturer but he explored all avenues to go on his studies in the US.

(.....) **f.** After graduating from Istanbul University at the age of 24, Sancar returned to Mardin. He wanted to go to the United States, but he couldn't afford it so he became a doctor and he worked as a doctor in the region for 1,5 years. He, then won a scholarship from TÜBİTAK to **pursue** further education in biochemistry at Johns Hopkins University.

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## 21. Answer the following questions.

**(F1, F2, R1)**

Have students read the questions first and ask them if they remember some of the answers from their first reading. Then, tell them to read the text again and answer the questions in pairs. Once they are finished, ask them to check their answers with the pairs behind or in front of them. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information.

***Suggested Answers:***

***1. Positively. They were great inspirations.***

***2. He wanted to study chemistry while he was at high school, but his classmates and teachers persuaded him to study medicine.***

***3. He won a scholarship from TÜBİTAK to pursue further education in biochemistry at Johns Hopkins University.***

***4. At the University of Texas at Dallas.***

***5. His accent of English was detrimental to his career as a lecturer.***

***6. He donated his original Nobel Prize golden medal and certificate to the mausoleum of Mustafa Kemal Atatürk, with a presidential ceremony on 19 May 2016.***

***7. Students' own answers***

21. Answer the following questions.

1. How did his high school teachers affect Aziz Sancar?
2. Why did he choose to study medicine?
3. How did he start Johns Hopkins University?
4. Where did he finish his PhD studies?
5. What was the significance of his accent of English?
6. What did he do with his Nobel Prize?
7. How do you feel about Aziz Sancar's life story? Did he have a simple life? How do you think he became that successful?



IDIOM / PROVERB OF THE WEEK
Choose the correct meaning

**explore all avenues:**
**a.** discover new opportunities to earn money
**b.** try out every possibility to get a result

22. Read the biography again. Then, match the underlined vocabulary items with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. inspiration | a. set up or begin |
| (.....) 2. persuaded | b. presented as a gift |
| (.....) 3. established | c. to carry further, advance |
| (.....) 4. donated | d. convinced |
| (.....) 5. detrimental | e. a person or thing that moves the intellect or invention |
| (.....) 6. pursue | f. harmful |

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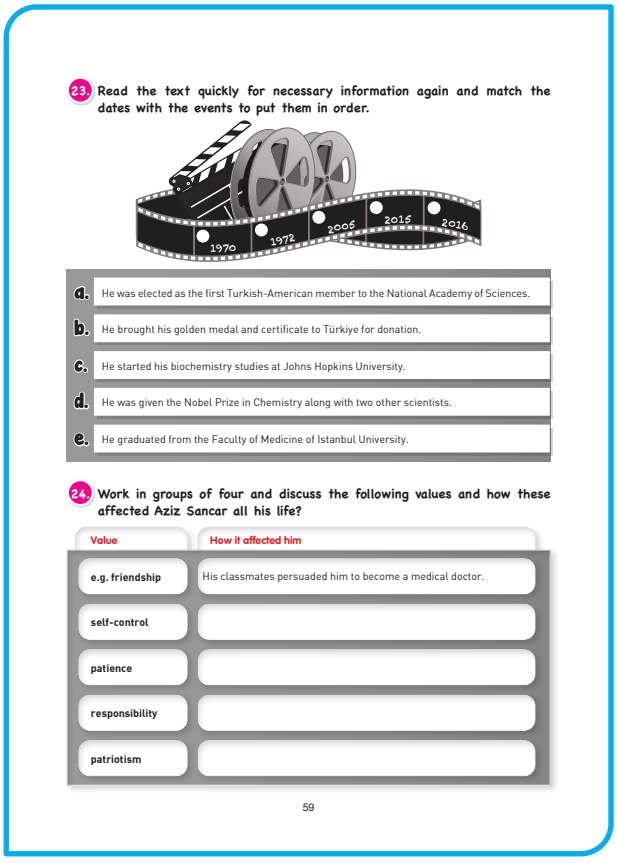
## IDIOM / PROVERB OF THE WEEK

Remind students what they did in the previous idiom / proverb of the week section and ask them to discuss the meaning of this idiom / proverb and ask them to think about other situations in which they can use this idiom / proverb.

***Answer Key:*** ***b***




### 22. Read the biography again. Then, match the underlined vocabulary items with their definitions.

Tell students to find the vocabulary items from the texts and try to guess their meanings. Then, tell them to match the vocabulary with the definitions. Don't allow them to use dictionaries during the activity. They may check their answers after they have finished matching. Finally, elicit the answers.

***Answer Key:*** ***1. e, 2. d, 3. a, 4. b, 5. f, 6. c***

### 23. Read the text quickly for necessary information again and put the events in order.

**(F2, R1)**

Tell your students to scan the text for the necessary information to put the events in the correct time order. Ask them to focus on dates and important clues like proper nouns such as İstanbul University. Monitor them while they are doing the activity. When they finish, elicit the answers.

***Answer Key:***

***1970 e***
***1972 c***
***2005 a***
***2015 d***
***2016 b***

### 24. Work in groups of four and discuss the following values and how these affected Aziz Sancar all his life.

**(F1, S2)**

Ask students to read the listed values and importance of them first. Then, tell them to work in groups and discuss how these affected Aziz Sancar. Monitor the discussions and help if necessary. When they finish, ask some volunteer groups to share their ideas with the rest of the class and continue with a classroom discussion.

***Suggested Answers:***

***self-control: He has always been hardworking and he followed his dreams.***

***patience: He never gave up though he experienced may challenges and hardships.***

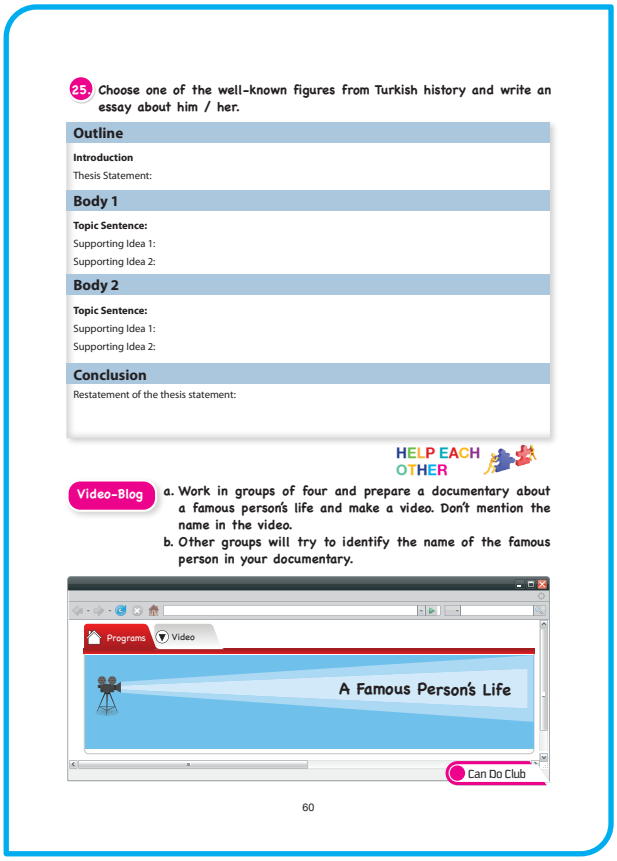
***responsibility: He established a Turkish Center to help the other Turkish scholars.***

***patriotism: He donated his Nobel Prize to Türkiye.***

**25. Choose one of the well-known figures from Turkish history and write an essay about him / her.**

**(W1)**

Ask students to work individually and write an essay to describe an important person from Turkish history. This exercise enables students to use all the information they have practiced in this unit, allowing them to use the language for communicative purposes as it is a free exercise, in which they produce the language. You can also ask them to put that essay to their blogs.


25 Choose one of the well-known figures from Turkish history and write an essay about him / her.

Outline

Introduction
Thesis Statement:

Body 1
Topic Sentence:
Supporting Idea 1:
Supporting Idea 2:

Body 2
Topic Sentence:
Supporting Idea 1:
Supporting Idea 2:

Conclusion
Restatement of the thesis statement:

HELP EACH OTHER

Video-Blog
a. Work in groups of four and prepare a documentary about a famous person's life and make a video. Don't mention the name in the video.
b. Other groups will try to identify the name of the famous person in your documentary.



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## HELP EACH OTHER

Tell your students to work in pairs and read their friend's biography to give them feedback by using the mini-rubric given in theme 1 page 19.

## Video-Blog

**a. Work in groups of four and prepare a documentary about a famous person's life and make a video. Don't mention the name in the video.**

**b. Other groups will try to identify the name of the famous person in your documentary.**

**(F1, F2, S2)**

The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned. Tell your students to prepare a documentary about a famous person's life and put that video on their blogs without mentioning the name of the person. Then, the other students will watch the documentary and try to guess who the person is.

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 140 and fill in the table.

**NOTES**

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## THEME 4 ATTENTION ANSWER KEY

**1. Read the text about Canan and complete the text with the correct form of the verbs.**

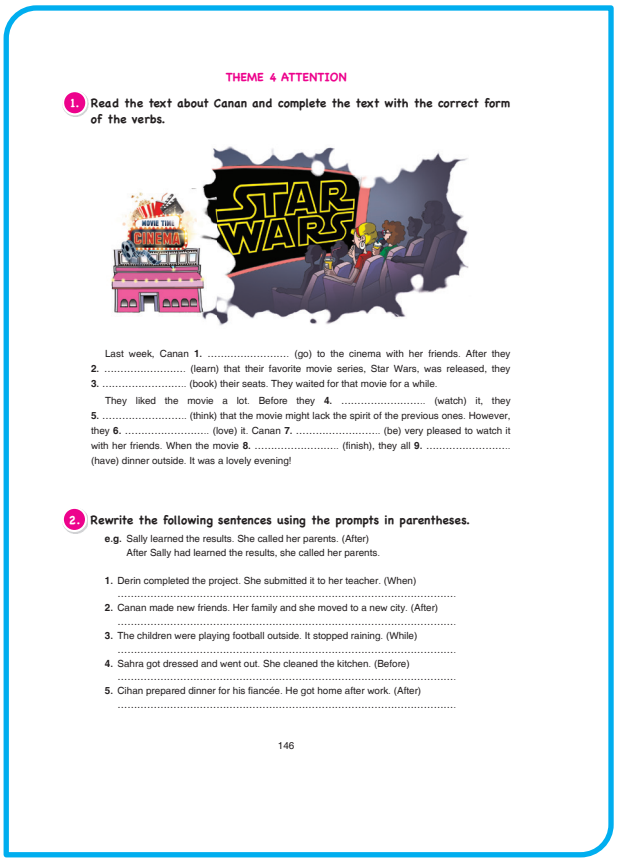
1. went
2. had learned
3. booked
4. watched
5. had thought
6. loved
7. was
8. finished
9. had

**2. Rewrite the following sentences using the prompts in parentheses.**

e.g. Sally learned the results. She called her parents. (After)

After Sally had learned the results, she called her parents.

1. When Derin completed the project, she submitted it to her teacher.
2. After Canan and her family had moved to a new city, she made new friends.
3. While the children were playing football outside, it stopped raining.
4. Before Sahra got dressed and went, she had cleaned the kitchen.
5. After Cihan had got home from work, he prepared dinner for his fiancée.



THEME 4 ATTENTION

**1.** Read the text about Canan and complete the text with the correct form of the verbs.



Last week, Canan **1.** ..... (go) to the cinema with her friends. After they **2.** ..... (learn) that their favorite movie series, Star Wars, was released, they **3.** ..... (book) their seats. They waited for that movie for a while.

They liked the movie a lot. Before they **4.** ..... (watch) it, they **5.** ..... (think) that the movie might lack the spirit of the previous ones. However, they **6.** ..... (love) it. Canan **7.** ..... (be) very pleased to watch it with her friends. When the movie **8.** ..... (finish), they all **9.** ..... (have) dinner outside. It was a lovely evening!

**2.** Rewrite the following sentences using the prompts in parentheses.

**e.g.** Sally learned the results. She called her parents. (After)
After Sally had learned the results, she called her parents.

1. Derin completed the project. She submitted it to her teacher. (When)
2. Canan made new friends. Her family and she moved to a new city. (After)
3. The children were playing football outside. It stopped raining. (While)
4. Sahra got dressed and went out. She cleaned the kitchen. (Before)
5. Cihan prepared dinner for his fiancée. He got home after work. (After)

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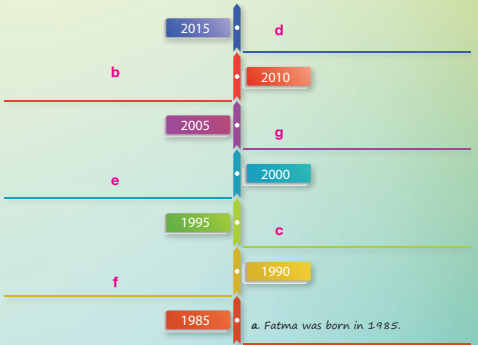
**NOTES**

**NOTES**

# THEME 4 WORKBOOK

**1.** Put the following sentences in order and complete the time line.

a. Fatma was born in 1985.
b. When she graduated from university at the age of 25, she started working at a prestigious newspaper there.
c. After her parents decided to move to Germany, her life suddenly changed when she was only 10 years old.
d. She won Theodor Wolff Prize for her successful journalism.
e. She had joined the high school newspaper publishing team before her success story began.
f. She started primary school at the age of 5.
g. She enrolled in one of the most famous universities of journalism in Germany, University of Hamburg.




**2.** Work with a partner. First, write five sentences about your life in mixed order. Then, try to put each other's sentences into correct order and check.

Students' own answers



**3.** Look at the pictures of what Mert did yesterday and match the sentences with the pictures.

(a.) 1. Mert broke his mother's favorite vase, so his mother got mad at him.
(f.) 2. He had a basketball training in the afternoon.
(d.) 3. Mert studied Maths all weekend because they had an exam yesterday.
(e.) 4. After the school finished, he came home and at 7 o'clock, he had dinner with his family.
(c.) 5. At 8 o'clock in the morning, before he walked to school, he had had breakfast.
(b.) 6. Mert and his friends had lunch in the school yard at noon.

**4.** Write a short paragraph and describe what you did yesterday in five sentences.

Students' own answers



**5.** Read and complete the poem, "The Road Not Taken", written by Robert Frost, with the vocabulary items from the box.

grassy | difference | kept | looked

1. looked
2. grassy
3. kept
4. difference

**The Road Not Taken**

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And **1.** ..... down one as far as I could
To where it bent in the undergrowth; 5

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was **2.** ..... and wanted wear;
Though as for that the passing there
Had worn them really about the same, 10

And both that morning equally lay
In leaves no step had trodden black.
Oh, I **3.** ..... the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back. 15

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the **4.** .....

**6.** Read the summary of the poem and answer the questions.

The narrator came to an intersection of two different roads while he was walking through a yellow wood. He thought that both roads were equally attractive and traveled. After he had chosen one of the roads, the narrator told himself that he would come back to this place again one day in order to try the other road. However, he realized that it wasn't possible because his decision changed the future options and he could choose other roads to go on in the future.

1. What do you think "two roads" symbolize?
2. Why did the poet want to come to the same intersection again?
3. Could the poet come to the same intersection again? Why / Why not?
4. How do you think decisions change our path of life?

1. Choices
2. In order to try the other road.
3. No, because his decision changed the future options.
4. Students' own answers



**7.** Find another poem and read it in the class. Then, ask three questions about it and discuss the answers.

Question 1 — Students' own answers
Question 2
Question 3

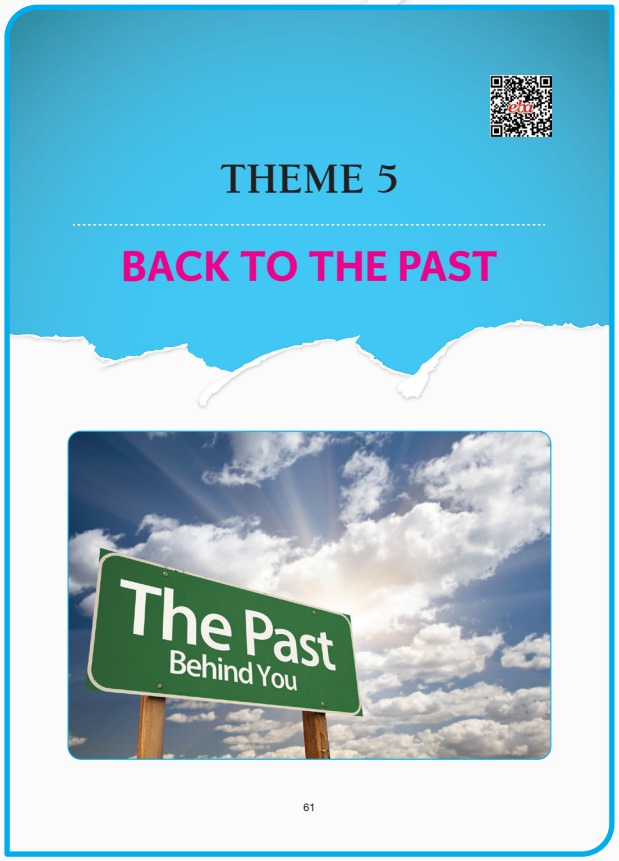
**8.** History Game
Work in groups of three. First, one student chooses one of the following historical events and describes it in THREE sentences without naming the event. The others try to guess which event s / he chose. Then, students take turns. The person with the most correct answers wins.

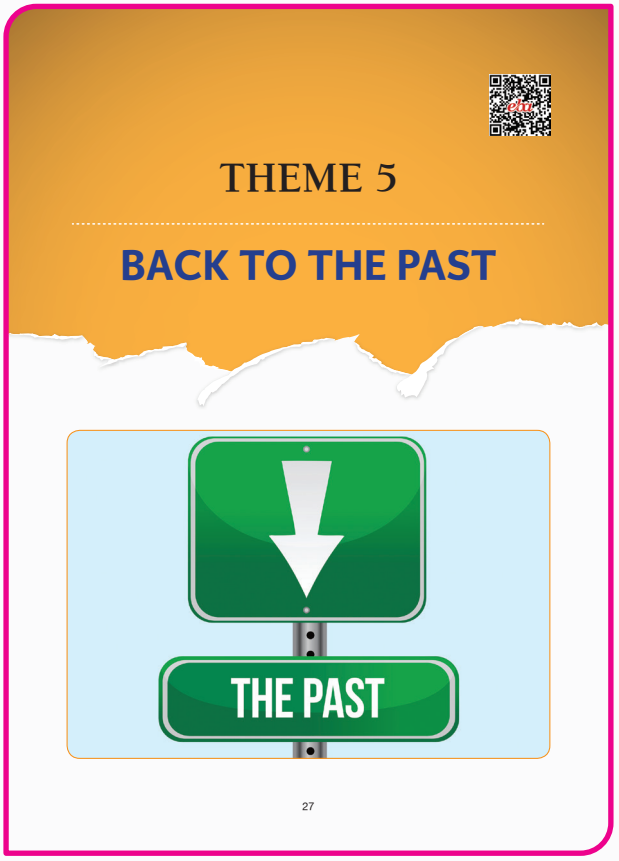
a. Independence War of Türkiye
b. Atomic Bombings of Hiroshima and Nagasaki
c. French Revolution
d. The day when first man landed on the moon, Apollo 11 mission
e. 9 / 11 World Trade Center Attacks
f. Fall of Berlin Wall
g. Chernobyl Disaster
h. Invention of the Internet
i. The Discovery of America

Students' own answers

# THEME 5

# BACK TO THE PAST



**FUNCTIONS**

**F1** Expressing wishes and regrets for past events

**F2** Talking about unreal past

**SKILLS**

**Listening (L)**

**L1** Students will be able to identify expressions related to unreal past events in a recorded text.

**L2** Students will be able to determine relevant or/and irrelevant information in a recorded text/ video about wishes and regrets.

**Pronunciation (P)**

**P1** Students will be able to practice reduction of had/would.

**Speaking (S)**

**S1** Students will be able to talk about their regrets and wishes about past events.

**S2** Students will be able to ask and answer questions about unreal past events.

**Reading (R)**

**R1** Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.

**Writing (W)**

**W1** Students will be able write their opinions and regrets according to #I wish.

**Warm Up**

Before you start the lesson, talk about one of your regrets in the past. Write the regret and wish sentences about it on the board.

**e.g.** I bought a second-hand car last year and it keeps breaking down.

I wish I hadn't bought it.

I wish someone who knew about cars better than I do had been with me on the day I bought it. Then, ask students to discuss their regrets in the past in groups. Finally, elicit some answers.

**NOTES**

**1. Look at the picture. What do you think happened to him? Write at least two predictions about what happened to him. Then, share your answers with your classmates.**

**(F1)**

Ask students to look at the picture and make predictions. The predictions they make allow them to become aware of the target language they need when expressing predictions about events that happened or did not happen in the past.

***Answer Key:*** ***Students' own answers***

1. Look at the picture. What do you think happened to him? Write at least two predictions about what happened to him. Then, share your answers with your classmates.

2. Answer the questions.

1. Have you ever done something you regretted in your life? What was it?
2. If you had the chance, how would you change it?
3. Do you think people learn a lot from their mistakes? How?

3. Match the pictures with the descriptions below.

1. (.....) 2. (.....) 3. (.....)

a. This is the most successful talk show host in the United States.
b. This is a Canadian actor famous for his comedy movies.
c. This person wrote one of the most successful books in the world: *Harry Potter.*

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**2. Answer the questions.**

**(F1, F2, S1)**

This exercise aims to personalize the theme for students so that they can internalize the experience, which will allow them to embrace the target language better. You may start by reminding your personal example in the warm up which would guide students to produce the target language.

***Answer Key:*** ***Students' own answers***

**3. Match the pictures with the descriptions below.**

Ask students if they know the people in the pictures. Then, tell them to match the pictures with their descriptions. You may keep the correct answers from students until they listen to the extract or give the answers right away. Both will benefit students in different ways as for the former, they will have made predictions and for the latter, they will be better prepared for the listening extract.

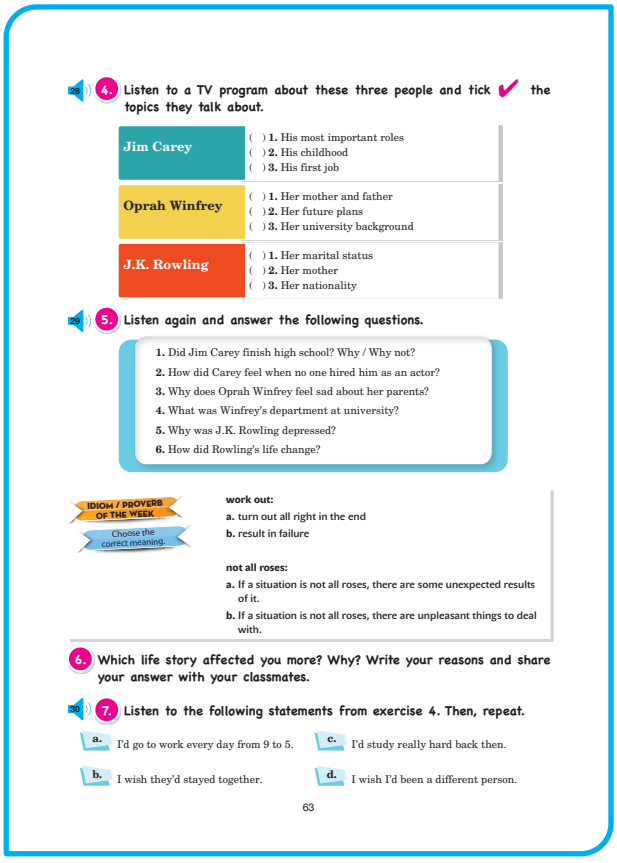
***Answer Key:*** ***1. b, 2. a, 3. c***

**NOTES**

**4. Listen to a TV program about these three people and tick (✔) the topics they talk about.**

**(F1, F2, L1, L2)**

Tell students that now, they will be listening to a TV program about these three people talking about their lives. Before they listen, let them to read the statements and make their own predictions about the topics they will be hearing. This exercise allows students to have a general idea of what the speakers are talking about.



28 4. Listen to a TV program about these three people and tick ✔ the topics they talk about.

| | |
|---|---|
| Jim Carey | ( ) 1. His most important roles<br>( ) 2. His childhood<br>( ) 3. His first job |
| Oprah Winfrey | ( ) 1. Her mother and father<br>( ) 2. Her future plans<br>( ) 3. Her university background |
| J.K. Rowling | ( ) 1. Her marital status<br>( ) 2. Her mother<br>( ) 3. Her nationality |

29 5. Listen again and answer the following questions.

1. Did Jim Carey finish high school? Why / Why not?
2. How did Carey feel when no one hired him as an actor?
3. Why does Oprah Winfrey feel sad about her parents?
4. What was Winfrey's department at university?
5. Why was J.K. Rowling depressed?
6. How did Rowling's life change?

IDIOM / PROVERB OF THE WEEK

Choose the correct meaning.

**work out:**
a. turn out all right in the end
b. result in failure

**not all roses:**
a. If a situation is not all roses, there are some unexpected results of it.
b. If a situation is not all roses, there are unpleasant things to deal with.

6. Which life story affected you more? Why? Write your reasons and share your answer with your classmates.

30 7. Listen to the following statements from exercise 4. Then, repeat.

a. I'd go to work every day from 9 to 5.
b. I wish they'd stayed together.
c. I'd study really hard back then.
d. I wish I'd been a different person.

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**Tapescript 28**

**TV HOST (Max):** Hello, everyone. Today, I have very important guests with me in the studio. Jim Carey, Oprah Winfrey, and J.K. Rowling. Let's welcome our first guest: Jim Carrey.

**TV HOST (Max):** Hello, Jim and thanks for coming. So, here is my first question: How was your childhood?

**Jim Carey:** Hi, Max. Thanks for inviting me. Well, I had a terrible childhood. My family was very poor, so I couldn't finish high school. I wish I'd had money to go to school, but I didn't. So, I started working as a janitor to support my family. So, that was my first job. I went to work every day from 9 to 5.

**TV HOST (Max):** What about your movie career? Was it easy for you to get good parts in movies?

**Jim Carey:** Of course, not! On my first comic stand-up show at a club, the audience hated me! I wish I hadn't made too many stupid jokes back then. Also, I went to many auditions for movies, but no one hired me! I felt terrible! But now, when I look at those times, I wish I hadn't taken things so seriously. Everything worked out in the end.

**TV HOST (Max):** That's great, Jim. I'm glad everything worked out for you. Now, here is our second guest: the legendary talk show host: Oprah Winfrey!

**Oprah Winfrey:** Hello, Max. thanks for inviting me.

**TV HOST (Max):** Thanks for coming, Oprah. So, here is my first question to you: Have you had any regrets in your life so far?

**Oprah Winfrey:** No, Max, not really! I mean of course, there are things I wish I had done differently, but I don't have huge regrets.

**TV HOST (Max):** What about your childhood? How was it Oprah?

**Oprah Winfrey:** Well, Max, it wasn't all roses. In fact, my life was very similar to Jim's. My mother and father were separated and I lived with my mother. I was very sad about their divorce. Actually, I still am. I wish they'd stayed together. And, we were very poor. However, I never quit. Some of my friends with the same conditions quit. They didn't try harder. I wish they hadn't quit. Then, I got accepted to the University of Tennessee on a full scholarship. My department was Communications. I studied really hard back then because it was very important for me to graduate. And you know the rest of the story.

**TV HOST (Max):** Yes, I do. You became the most successful TV personality in the United States. Now, here is our final guest, the author of Harry Potter series, J. K. Rowling!

**TV HOST (Max):** Many people simply know you as the woman who created Harry Potter. But, most of them don't know how you struggled before you became a huge success.

**J. K. Rowling:** You're right. Before, I could finish the first Harry Potter book, life wasn't easy for me. In my adult years, I suffered a lot. First, I lost my mother because of an illness. Then, my husband left me with our daughter. Finally, because of the economic crisis, I lost my job as an English teacher. In short, I was jobless, divorced, and penniless with my daughter. I was really depressed. Every day, I told myself "I wish I'd been a different person. I wish my mother hadn't died." However, when a publishing company accepted my book, I was saved.

**TV HOST (Max):** Wow. What a change of events! Now, we have to take a short break. See you after the break!

***Answer Key:***

***Jim Carey: 2. His childhood 3. His first job***

***Oprah Winfrey: 1. Her mother and father 3. Her university background***

***J. K. Rowling: 1. Her marital status 2. Her mother***

**5. Listen again and answer the following questions.**

**(F1, F2, L1, L2)**

This exercise aims to enable students to listen to specific information about the speakers. Before they listen, allow students to read the questions for 2 minutes so that they know what to expect.

**Tapescript 29**

It is the same as Tapescript 28.

***Answer Key:***

***1. No, he didn't because his family was very poor, so he had to quit school and work to support his family.***

***2. He felt terrible.***

***3. Because her parents are divorced.***

***4. Her department was Communications.***

***5. She had no job, no husband, and no money.***

***6. Her life changed when a publishing company accepted her book.***

**IDIOM / PROVERB OF THE WEEK**

Remind students that each theme includes idioms and / or proverbs that have figurative meanings. Ask them to guess the meaning of the idiom / proverb by looking at the alternatives provided.

***Answer Key:*** ***1. a, 2. b***

**6. Which life story affected you more? Why? Write your reasons and share your answer with your classmates.**

**(F1, F2)**

Tell students that now, they will be talking about these people's life stories and ask them which story they think was more interesting or effective. Tell them to give their reasons when answering. Give them 3 minutes to think and write about it.

***Answer Key:*** ***Students' own answers***

**7. Listen to the following statements from exercise 4. Then, repeat.**

**(P1)**

This exercise allows students to practice and distinguish the pronunciation of the reduced forms of "had" and "would", enabling them to recognize how reduced forms of these words are common in spoken language.

**Tapescript 30**

I'd go to work every day from 9 to 5.
I wish they'd stayed together.
I'd study really hard back then.
I wish I'd been a different person.

**8. Listen to the following statements. Then, fill in the blanks with "had", "would", " 'd".**

**(P1)**

This exercise allows students to distinguish the reduced and long forms of "had", "would", "'d" by making them distinguish the sounds they hear. Tell students that they will be doing a similar exercise to exercise 7, but this time, they are expected to write the sounds they hear.

**Tapescript 31**

1. She wishes she'd studied Engineering.
2. When he was younger, he would spend a lot of time with his grandparents.
3. I wish I had washed my clothes last night. Now, I don't have anything to wear to the meeting.
4. In the 80's, we would go out to play with our friends in our neighborhood.

***Answer Key:***

***1. 'd*** ***2. would***

***3. had*** ***4. would***

**9. Work in pairs. Prepare a dialogue using the prompts and examples. Then, role-play.**

**(F1, F2, S1)**

Tell students that they will be doing a role-play activity about their past regrets and wishes as in the example. This exercise allows students to produce the target language in a meaningful context, which makes students practice what they have learned.

***Answer Key:*** ***Students' own answers***

**NOTES**

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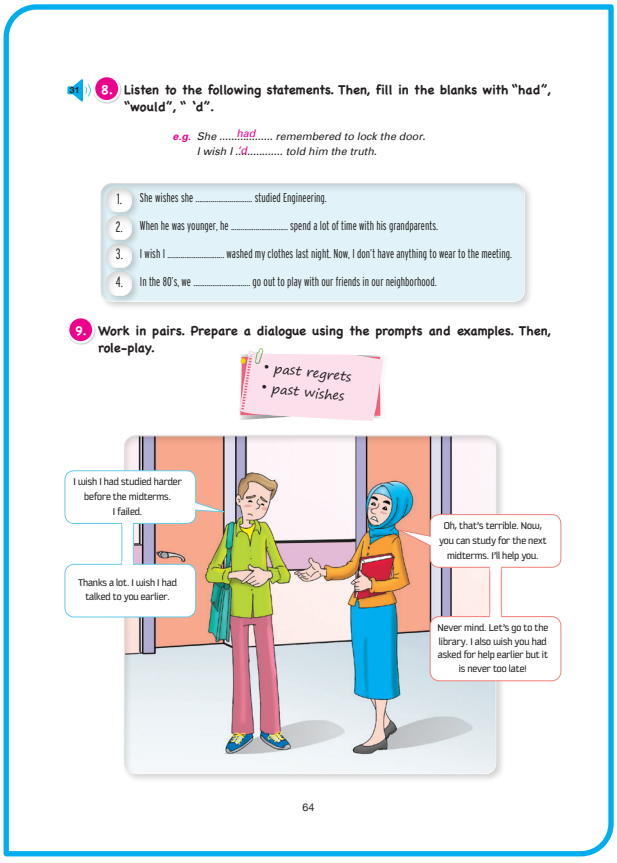


**NOTES**

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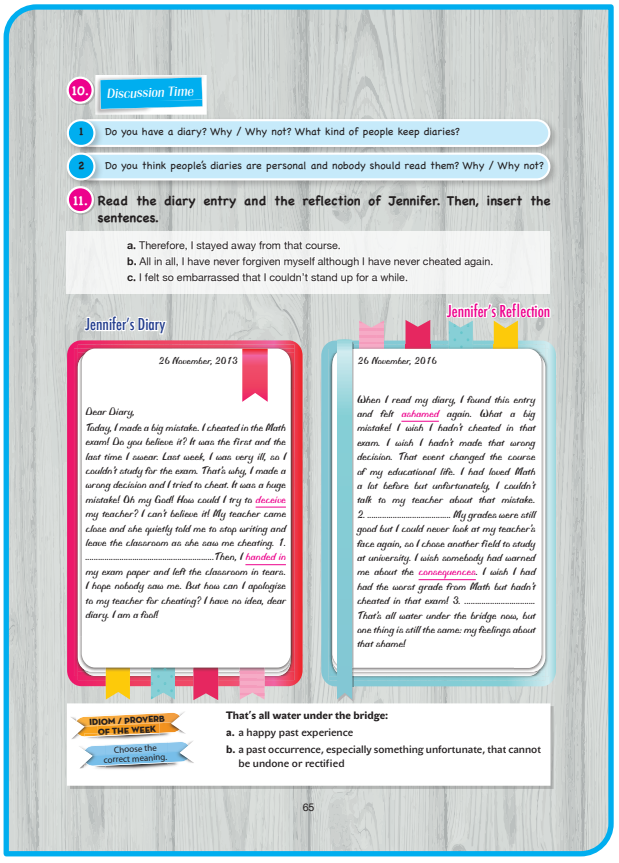
## 10. Discussion Time

This part is designed for the students to personalize the language learning process and be able to express their opinions on a given topic. Also, they are given the opportunity to use the target language while giving their answers. Tell students to discuss these questions with their friends and then, share their answers with the rest of the class to discuss further.




## 11. Read the diary entry and the reflection of Jennifer. Then, insert the sentences.

**(F1, F2, R1)**

Tell students that they will be reading a diary entry and a reflection by the same person and ask them to insert the given sentences into correct places. You may ask them to guess about the topic of the diary entry and the reflection by looking at these sentences before they read the entries.

***Answer Key:*** ***1. c, 2. a, 3. b***

## IDIOM / PROVERB OF THE WEEK

Remind students that each theme includes idioms and / or proverbs that have figurative meanings. Then, tell them to guess the meaning of "That's all water under the bridge." based on what they have just read.

***Answer Key:*** ***b***

**NOTES**

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**NOTES**

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**12. Read the diary entry and the reflection of Jennifer again. Then, match the underlined vocabulary items with their definitions.**

**(R1)**

With this exercise, students will have the opportunity to revise the vocabulary items presented in the texts. You may also ask students about the connotations of these words so that they can become aware of the positive, negative or neutral connotations of these words.

***Answer Key:*** ***1. c, 2. d, 3. b, 4. a***

**13. Answer the following questions about Jennifer.**

**(F1, F2, R1)**

Tell students that they will now read the texts in more detail to answer some specific questions about her. After they finish, elicit answers from students individually.

***Suggested Answers:***

***1. She couldn't study for the exam because she was ill last week.***

***2. Students' own answers***

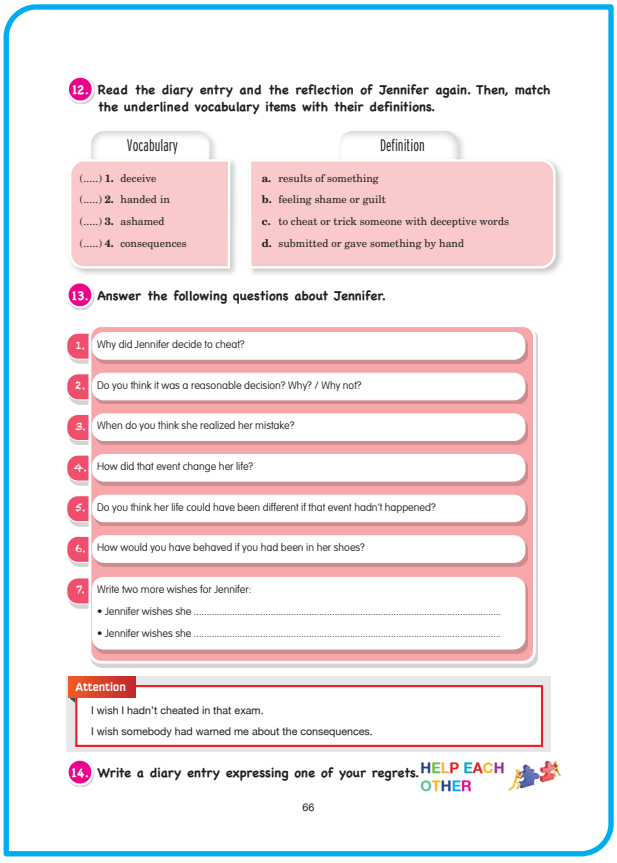
***3. When her teacher came next to her and told her to stop writing and leave the classroom.***

***4. She felt really ashamed, so she couldn't talk to her teacher again. As a result, she chose another field to study even though she had loved Math.***

***5. She could have chosen a field related to Math.***

***6. Students' own answers***

***7. She wishes she hadn't been ill before the exam. / She wishes she had talked to her teacher after the incident.***



12. Read the diary entry and the reflection of Jennifer again. Then, match the underlined vocabulary items with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. deceive | a. results of something |
| (.....) 2. handed in | b. feeling shame or guilt |
| (.....) 3. ashamed | c. to cheat or trick someone with deceptive words |
| (.....) 4. consequences | d. submitted or gave something by hand |

13. Answer the following questions about Jennifer.

1. Why did Jennifer decide to cheat?
2. Do you think it was a reasonable decision? Why? / Why not?
3. When do you think she realized her mistake?
4. How did that event change her life?
5. Do you think her life could have been different if that event hadn't happened?
6. How would you have behaved if you had been in her shoes?
7. Write two more wishes for Jennifer:
   - Jennifer wishes she .....
   - Jennifer wishes she .....

Attention

I wish I hadn't cheated in that exam.
I wish somebody had warned me about the consequences.

14. Write a diary entry expressing one of your regrets. HELP EACH OTHER

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**14. Write a diary entry expressing one of your regrets.**

**(F1, F2, W1)**

Tell students that this time, they will be writing a similar diary entry to Jennifer's that talks about one of their regrets in the past. This exercise allows students to get involved in the target language by empathizing with Jennifer and reflecting on their own experiences. By using real life situations, the language becomes more useful and memorable.

***Answer Key:*** ***Students' own answers***

## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 147 and do exercise 1.

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's biography to give them feedback by using the mini-rubric given in theme 1 page 19.

## E-Portfolio

**Do a class survey and complete the information gap. Then, comment on these regrets on your blog.**

**(F1, F2, S1, W1)**

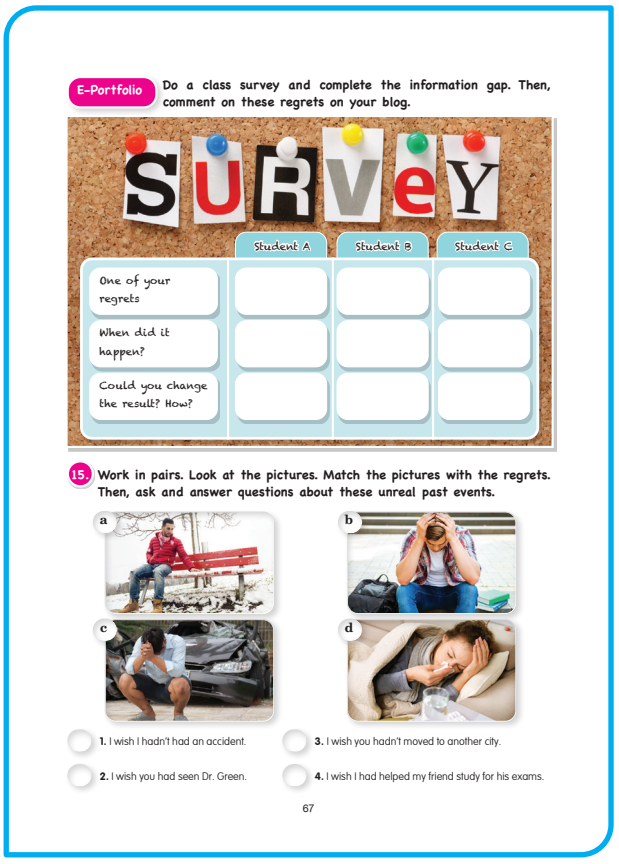
Ask students to talk about regrets they collected through the class survey on their blogs. If they don't have access to computer technologies, they can submit it in printed version.

**15. Work in pairs. Look at the pictures. Match the pictures with the regrets. Then, ask and answer questions about these unreal events.**

**(F1, F2, S2)**

Tell students to work in pairs and share their ideas on what they wish had or hadn't happened in the pictures. Remind them to use the target language so that they can clearly express their opinions about the disasters in the pictures.

***Answer Key:*** ***1. c, 2. d, 3. a, 4. b.***


E-Portfolio Do a class survey and complete the information gap. Then, comment on these regrets on your blog.

SURVEY

| | Student A | Student B | Student C |
|---|---|---|---|
| One of your regrets | | | |
| When did it happen? | | | |
| Could you change the result? How? | | | |

15. Work in pairs. Look at the pictures. Match the pictures with the regrets. Then, ask and answer questions about these unreal past events.

a b c d

1. I wish I hadn't had an accident.
2. I wish you had seen Dr. Green.
3. I wish you hadn't moved to another city.
4. I wish I had helped my friend study for his exams.

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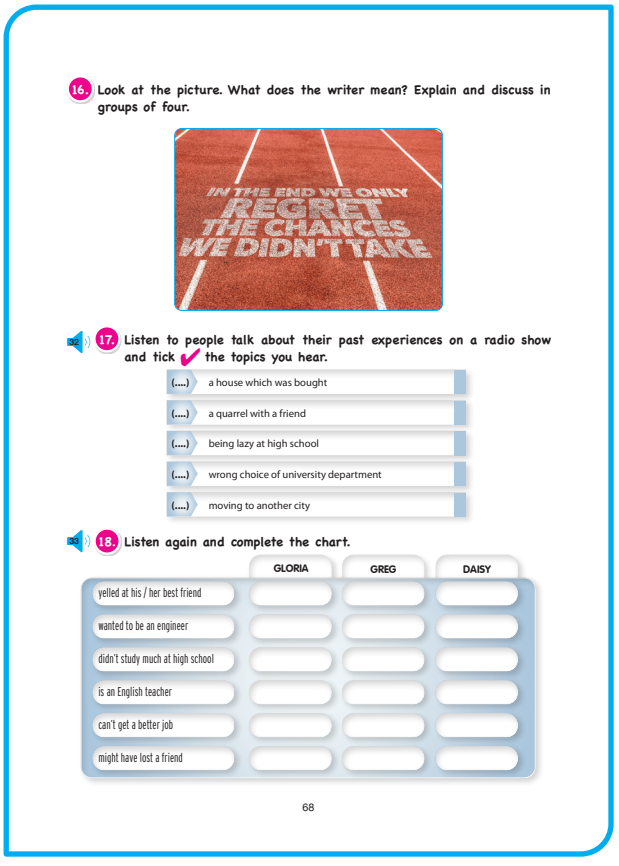
**16. Look at the picture. What does the writer mean? Explain and discuss in groups of four.**

**(F1, F2)**

This exercise serves as the warm-up activity to familiarize and involve students in the theme they will be discussing. By reflecting on the saying, they get involved with the topic of regret and become aware of their need for a language structure to express regrets and / or past wishes.

***Answer Key:*** ***Students' own answers***


16. Look at the picture. What does the writer mean? Explain and discuss in groups of four.




17. Listen to people talk about their past experiences on a radio show and tick ✔ the topics you hear.

(....) a house which was bought
(....) a quarrel with a friend
(....) being lazy at high school
(....) wrong choice of university department
(....) moving to another city

18. Listen again and complete the chart.

| | GLORIA | GREG | DAISY |
|---|---|---|---|
| yelled at his / her best friend | | | |
| wanted to be an engineer | | | |
| didn't study much at high school | | | |
| is an English teacher | | | |
| can't get a better job | | | |
| might have lost a friend | | | |

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**17. Listen to people talk about their past experiences on a radio show and tick (✔) the topics you hear.**

**(F2, L1)**

Tell students that they will be listening to three people on a radio show talking about their past experiences. Before they listen, ask students to make their own predictions about the topics they will hear so that students become actively engaged in the activity. After they listen, elicit answers from students.

**Tapescript 32**

**Radio Show Host:** Good night, everyone. You're listening to WMZ FM, I'm your host, Frannie. Tonight, we'll talk about what ifs. I mean what could have been different in our lives if we had chosen different paths in life. Here is our first caller, Gloria. Tell us about your big what if.

**Gloria:** Hi, Frannie. I have just started my first job and my what if situation is about the choices I made when I was in high school. If I had been more hard working during my high school years, I could have studied at a better university. And if I had done that, I would have had a better job right now. So, sometimes I think to myself: "What if I graduated from a better university? How would my life be different?"

**Radio Show Host:** I'm sorry to hear that, Gloria. Which university did you graduate from? C'mon, don't be so hard on yourself. Anyway. Thanks for sharing. I hope everything works out for you. Here is our second caller: Greg. What is your story?

**Greg:** Hello, Frannie. It's about a fight between my best friend Ali and me. We had a huge fight about a very stupid topic. We support different football teams, so we started arguing about which team was the best. Things got a little heated and I yelled at him. And then, I left his place without even apologizing. We didn't speak for three months. Yesterday, I called him and his mother answered the phone. She told me Ali had moved to another city and bought another phone with a new phone number! Now, I feel terrible! It's clear that I hurt his feelings and now, he doesn't want to see me. I should have known better. I could have called and apologized immediately. Now, I might have lost my best friend forever.

**Radio Show Host:** Wow, that's pretty intense, Greg. I hope you two work this out soon. Here is our final caller, Daisy.

**Daisy:** Hi, Frannie. I am an English teacher who never wanted to be an English teacher. I always wanted to be an engineer. If I had studied engineering at the university, I would be an engineer now, instead of teaching English. I like my job, but my dream was to be an engineer. But, I was not very sure when I was choosing my department. You know the saying: "He who hesitates, regrets."

**Radio Show Host:** Do you still feel that way? I hope you don't hesitate when you make your decisions from now on, Daisy. I wish you the best. Alright, folks. Let's take a break with a song and when we come back, we'll have more callers.

***Answer Key:***

***(✔) a quarrel with a friend***

***(✔) being lazy at high school***

***(✔) wrong choice of university department***

**18. Listen again and complete the chart.**

**(F1, F2, L1)**

Tell your students that they will listen to these people again, but this time, they will get more details about the topics being discussed. You can ask students to make their guesses about the statements before they listen. After listening, elicit answers from students individually.

**Tapescript 33**

It is the same as Tapescript 32.

***Answer Key:***

| | Gloria | Greg | Daisy |
|---|---|---|---|
| yelled at his / her best friend | | ✔ | |
| wanted to be an engineer | | | ✔ |
| didn't study much at high school | ✔ | | |
| is an English teacher | | | ✔ |
| can't get a better job | ✔ | | |
| might have lost a friend | | ✔ | |

**19. Listen again and match the regretful statements with the appropriate responses.**

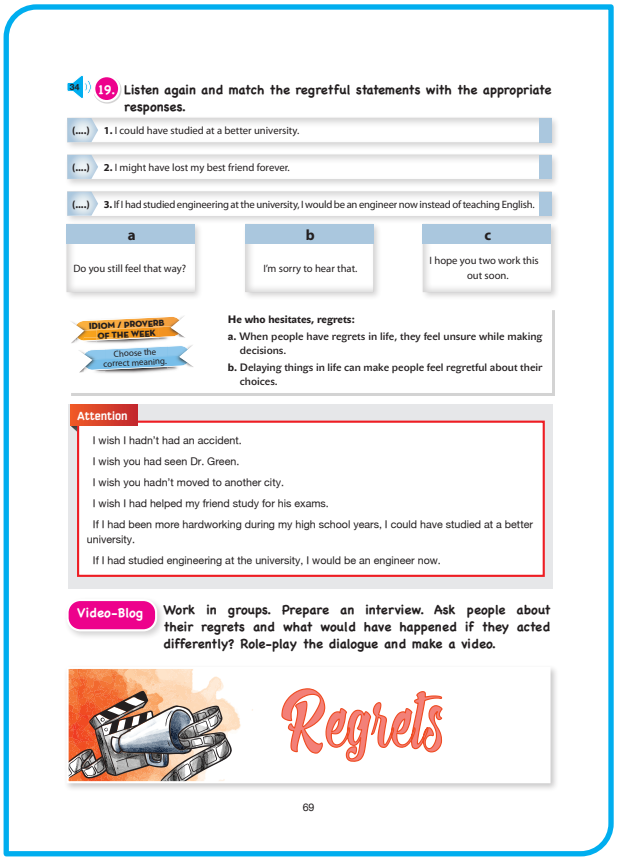
**(F1, F2, L1)**

Tell students to read the regretful statements and ask them how they would respond to these statements. Then, ask them to read the responses given by the radio show presenter. Tell them to make their own predictions so that they can compare their own answers with the ones you give after the listening.

**Tapescript 34**

It is the same as Tapescript 32.

***Answer Key:*** ***1. b, 2. c, 3. a***




## IDIOM / PROVERB OF THE WEEK

Remind students that each theme includes idioms and / or proverbs that have figurative meanings. Then, tell them that this idiom / proverb was in the listening text. Ask them to guess the meaning of the idiom / proverb by looking at the alternatives provided.

***Answer Key:*** ***b***

## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 147 and do the exercises 2 and 3.

## Video-Blog

**Work in groups. Prepare an interview. Ask people about their regrets and what would have happened if they acted differently? Role-play the dialogue and make a video.**

**(F1, F2, S1, S2)**

With this exercise, students will be able to express and respond to past regrets and speculate on what would have happened differently if they hadn't made those mistakes in life via an interview and the role-playing of it in a video. If students don't have an access to the technological tools required to make a video, they can act out the dialogue in class.

**NOTES**

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**20. Match the pictures with the situations. Then, share your answers with your classmates.**

**(F1, F2)**

Ask students to look at the pictures and speculate about what they think happened to the people in the pictures and then, match the pictures with the situations. This exercise allows students to notice the need to use specific structures to speculate about past events.

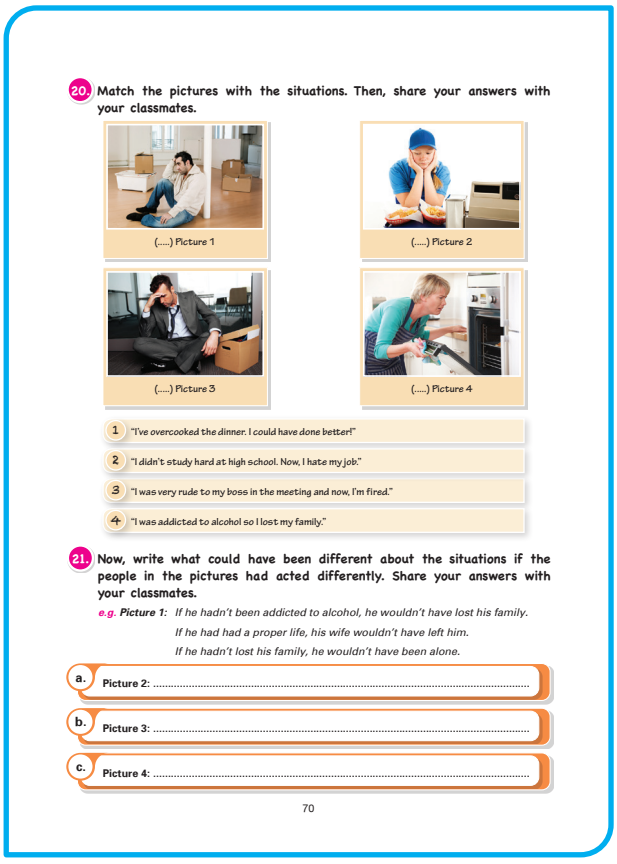
***Answer Key:***

***Picture 1: 4***

***Picture 2: 2***

***Picture 3: 3***

***Picture 4: 1***



20. Match the pictures with the situations. Then, share your answers with your classmates.

(.....) Picture 1

(.....) Picture 2

(.....) Picture 3

(.....) Picture 4

1 "I've overcooked the dinner. I could have done better!"

2 "I didn't study hard at high school. Now, I hate my job."

3 "I was very rude to my boss in the meeting and now, I'm fired."

4 "I was addicted to alcohol so I lost my family."

21. Now, write what could have been different about the situations if the people in the pictures had acted differently. Share your answers with your classmates.

e.g. Picture 1: If he hadn't been addicted to alcohol, he wouldn't have lost his family.
If he had had a proper life, his wife wouldn't have left him.
If he hadn't lost his family, he wouldn't have been alone.

a. Picture 2: .....

b. Picture 3: .....

c. Picture 4: .....

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**21. Now, write what could have been different about the situations if the people in the pictures had acted differently. Share your answers with your classmates.**

**(F1, F2)**

This exercise enables students to speculate about past events and their impact on today by using if conditionals type 3 for what could have been different if they had acted differently. You might focus on the example sentences for students to notice the structure.

***Answer Key:***

***a. Picture 2: If she had studied hard at high school, she would have had a better job.***

***b. Picture 3: If he hadn't been rude to his boss, he wouldn't have been fired.***

***c. Picture 4: If she had been careful, she wouldn't have overcooked the dinner.***

**NOTES**

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## 22. Discussion Time

**(F1, F2, S1, R1)**

Tell students to reflect on the questions for a few minutes and then, discuss their answers with the rest of the class. This exercise allows students to practice and produce the structures to talk about regrets.

## 23. Read the texts about the regrets of the inventors and match the main ideas with the texts.

**(F2, R1)**

This exercise allows students to practice how to identify main ideas, enabling them to engage in the reading actively. Ask them to do the exercise individually and then, elicit answers from the students.

***Answer Key:*** *1. b, 2. c, 3. a*

## 24. Match the underlined vocabulary items in the text with their definitions.

**(F2, R1)**

This exercise allows students to practice the vocabulary items in the reading text by matching them with their definitions. You can ask them to work in pairs or use dictionaries. After that, you can elicit answers from the students.

***Answer Key:*** *1. e, 2. f, 3. a, 4. b, 5. c, 6. d*

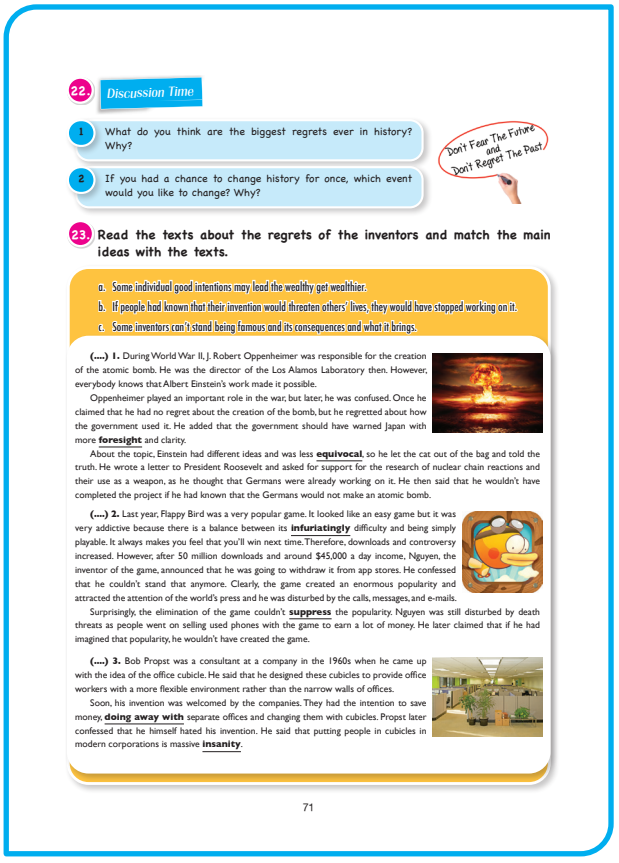
## 25. Answer the following questions.

**(F1, F2, R1)**

Answering comprehension questions about the text allows students to practice how to find specific information in a text and enables them to practice intensive reading. After they answer the questions, you can ask students to exchange books to peer check.

***Answer Key:***

1. *No, he didn't.*
2. *He felt it was not done right.*
3. *He believed Germans were already working on that technology.*
4. *There is a balance between its difficulty and playability.*
5. *People sold phones with the game on.*
6. *It helped them save money.*
7. *Students' own answers*



22 Discussion Time

1 What do you think are the biggest regrets ever in history? Why?

2 If you had a chance to change history for once, which event would you like to change? Why?

Don't Fear The Future and Don't Regret The Past

23 Read the texts about the regrets of the inventors and match the main ideas with the texts.

a. Some individual good intentions may lead the wealthy get wealthier.
b. If people had known that their invention would threaten others' lives, they would have stopped working on it.
c. Some inventors can't stand being famous and its consequences and what it brings.

(....) 1. During World War II, J. Robert Oppenheimer was responsible for the creation of the atomic bomb. He was the director of the Los Alamos Laboratory then. However, everybody knows that Albert Einstein's work made it possible.

Oppenheimer played an important role in the war, but later, he was confused. Once he claimed that he had no regret about the creation of the bomb, but he regretted about how the government used it. He added that the government should have warned Japan with more **foresight** and clarity.

About the topic, Einstein had different ideas and was less **equivocal**, so he let the cat out of the bag and told the truth. He wrote a letter to President Roosevelt and asked for support for the research of nuclear chain reactions and their use as a weapon, as he thought that Germans were already working on it. He then said that he wouldn't have completed the project if he had known that the Germans would not make an atomic bomb.

(....) 2. Last year, Flappy Bird was a very popular game. It looked like an easy game but it was very addictive because there is a balance between its **infuriatingly** difficulty and being simply playable. It always makes you feel that you'll win next time. Therefore, downloads and controversy increased. However, after 50 million downloads and around $45,000 a day income, Nguyen, the inventor of the game, announced that he was going to withdraw it from app stores. He confessed that he couldn't stand that anymore. Clearly, the game created an enormous popularity and attracted the attention of the world's press and he was disturbed by the calls, messages, and e-mails.

Surprisingly, the elimination of the game couldn't **suppress** the popularity. Nguyen was still disturbed by death threats as people went on selling used phones with the game to earn a lot of money. He later claimed that if he had imagined that popularity, he wouldn't have created the game.

(....) 3. Bob Propst was a consultant at a company in the 1960s when he came up with the idea of the office cubicle. He said that he designed these cubicles to provide office workers with a more flexible environment rather than the narrow walls of offices.

Soon, his invention was welcomed by the companies. They had the intention to save money, **doing away with** separate offices and changing them with cubicles. Propst later confessed that he himself hated his invention. He said that putting people in cubicles in modern corporations is massive **insanity**.

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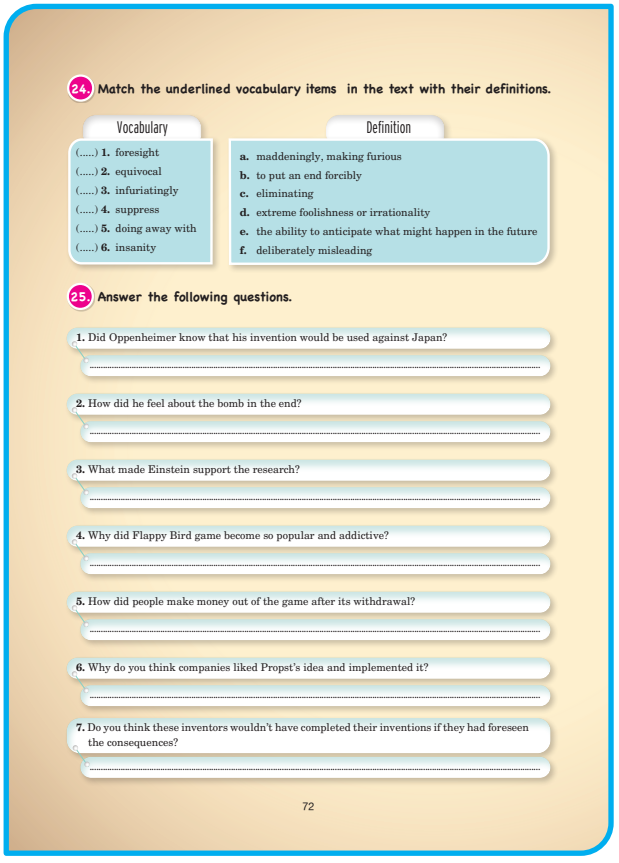

24 Match the underlined vocabulary items in the text with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. foresight | a. maddeningly, making furious |
| (.....) 2. equivocal | b. to put an end forcibly |
| (.....) 3. infuriatingly | c. eliminating |
| (.....) 4. suppress | d. extreme foolishness or irrationality |
| (.....) 5. doing away with | e. the ability to anticipate what might happen in the future |
| (.....) 6. insanity | f. deliberately misleading |

25 Answer the following questions.

1. Did Oppenheimer know that his invention would be used against Japan?
.....
2. How did he feel about the bomb in the end?
.....
3. What made Einstein support the research?
.....
4. Why did Flappy Bird game become so popular and addictive?
.....
5. How did people make money out of the game after its withdrawal?
.....
6. Why do you think companies liked Propst's idea and implemented it?
.....
7. Do you think these inventors wouldn't have completed their inventions if they had foreseen the consequences?
.....

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**26. Imagine that you're Oppenheimer. Talk about your regrets and wishes.**

**(F1, S1)**

Tell your students to imagine that they are Oppenheimer and talk about their regrets and wishes.

***Answer Key:*** ***Students' own answers***

## IDIOM / PROVERB OF THE WEEK

Remind students that each theme includes idioms / proverbs that have figurative meanings. Then, tell them that this idiom / proverb was in the reading text. Ask them to guess the meaning of the idiom / proverb by looking at the alternatives provided.

***Answer Key:*** ***a***

**27. Work in groups of four. Ask and answer questions to discuss the following questions using the given prompts.**

**(F1, F2, S1, S2)**

Tell students that they will be speculating about past events using the structures they have practiced so far. This exercise allows students to use productive skills in a more communicative environment.

***Answer Key:*** ***Students' own answers***

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 140 and fill in the table.

## THEME 5 ATTENTION ANSWER KEY

**1. Match the situations with the wish statements.**

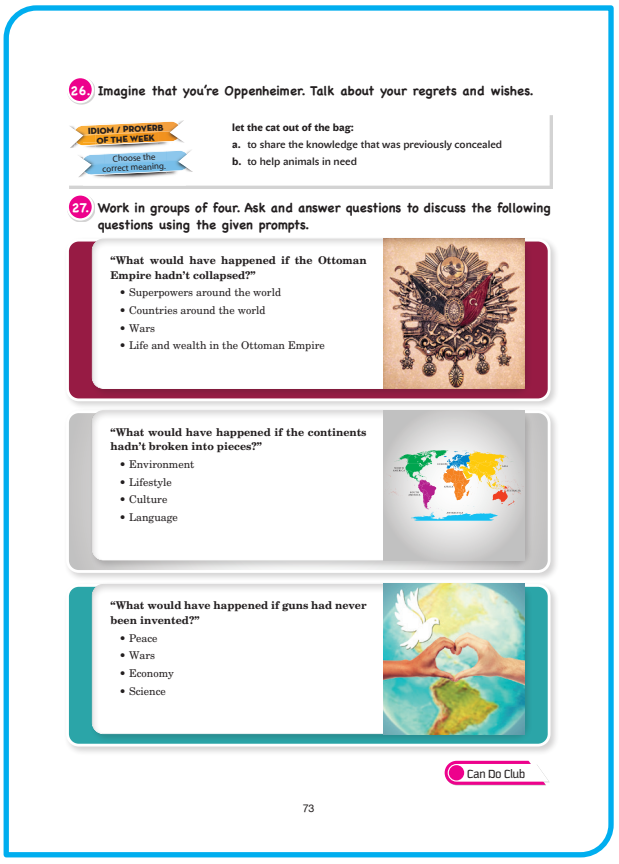
1. b 2. d 3. e 4. a 5. c

**2. Answer the following questions.**

Students' own answers

**3. Read the following sentences and underline the correct alternative.**

1. hadn't broken
2. had taken
3. won
4. had known
5. were



26 Imagine that you're Oppenheimer. Talk about your regrets and wishes.

IDIOM / PROVERB OF THE WEEK
Choose the correct meaning.

let the cat out of the bag:
a. to share the knowledge that was previously concealed
b. to help animals in need

27 Work in groups of four. Ask and answer questions to discuss the following questions using the given prompts.

"What would have happened if the Ottoman Empire hadn't collapsed?"
- Superpowers around the world
- Countries around the world
- Wars
- Life and wealth in the Ottoman Empire

"What would have happened if the continents hadn't broken into pieces?"
- Environment
- Lifestyle
- Culture
- Language

"What would have happened if guns had never been invented?"
- Peace
- Wars
- Economy
- Science

Can Do Club

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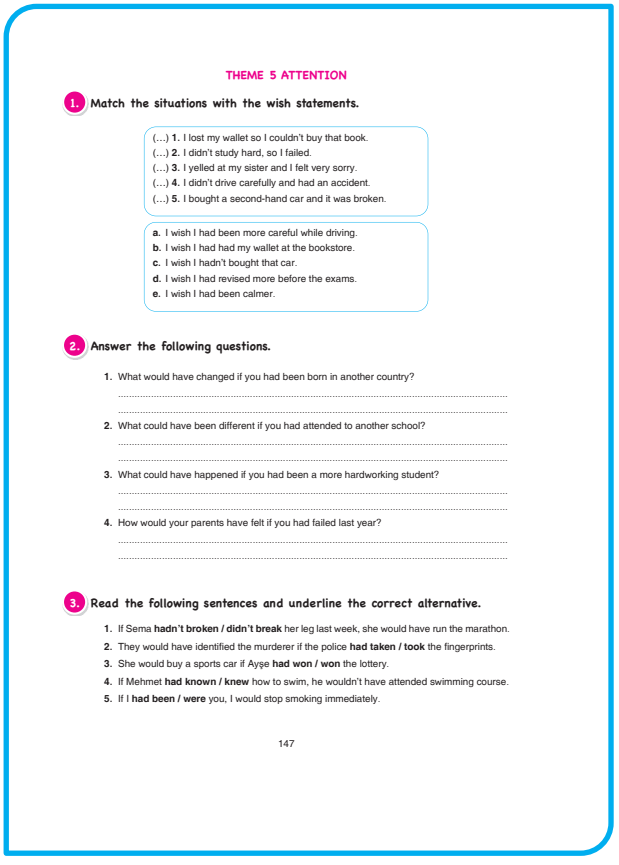

THEME 5 ATTENTION

1. Match the situations with the wish statements.

(...) 1. I lost my wallet so I couldn't buy that book.
(...) 2. I didn't study hard, so I failed.
(...) 3. I yelled at my sister and I felt very sorry.
(...) 4. I didn't drive carefully and had an accident.
(...) 5. I bought a second-hand car and it was broken.

a. I wish I had been more careful while driving.
b. I wish I had had my wallet at the bookstore.
c. I wish I hadn't bought that car.
d. I wish I had revised more before the exams.
e. I wish I had been calmer.

2. Answer the following questions.

1. What would have changed if you had been born in another country?
2. What could have been different if you had attended to another school?
3. What could have happened if you had been a more hardworking student?
4. How would your parents have felt if you had failed last year?

3. Read the following sentences and underline the correct alternative.

1. If Sema **hadn't broken / didn't break** her leg last week, she would have run the marathon.
2. They would have identified the murderer if the police **had taken / took** the fingerprints.
3. She would buy a sports car if Ayşe **had won / won** the lottery.
4. If Mehmet **had known / knew** how to swim, he wouldn't have attended swimming course.
5. If I **had been / were** you, I would stop smoking immediately.

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# THEME 5 WORKBOOK

**1.** Read the following saying and discuss what it means.

*"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."*

*Alexander Graham Bell*

Students' own answers

**2.** Look at the pictures and write people's wishes.

a.

Harun wishes he had driven more carefully.

b.

Ahmet wishes he had studied harder.

c.

Cemal wishes he hadn't spent all his money.

d.

Fatma wishes she hadn't left the car key in the car.



**3.** Look at the picture and read the statement. Do you agree or disagree? Write your reasons and discuss in groups.

Students' own answers

**4.** Match the current situations in pictures with the statements.

3

4


2

1

1. I played really bad. I could have done better.
2. If I hadn't invited my kids' friends, I wouldn't have gone mad!
3. If I had ironed my clothes regularly, I wouldn't have had many clothes to iron yesterday.
4. I can't believe how much money I spent this month! If I had been careful, I wouldn't have owed this much money to the bank. I should have known better.



**5.** Rewrite the situations as in the example.

*e.g. I hurt my mother's feelings and she was really sad.*
*If I hadn't hurt my mother's feelings, she wouldn't have been sad.*

1. Frank didn't complete his project in time and he disappointed his teacher.
   **If he had completed his project in time, he wouldn't have disappointed his teacher.**
2. The secretary forgot to tell me the meeting time, so my boss got really angry with me.
   **If the secretary hadn't forgotten to tell me the meeting time, my boss wouldn't have got angry with me.**
3. My friend paid a fine because she turned in the library books after deadline.
   **If she had turned in the library books on time, she wouldn't have paid a fine.**
4. Erdi started painting the house without covering the furniture and the couch was ruined.
   **If he had painted the house covering the furniture, the couch wouldn't have been ruined.**

**6.** Do you live in the past? Do the test and find out.

1. **Are there any past memories that still hurt you?**
   Yes No
2. **Have you forgiven yourself for all the mistakes you may have made in life?**
   Yes No
3. **Do you have any past regrets?**
   Yes No
4. **Have you made plans for your future?**
   Yes No
5. **Do you feel angry when you think about the past?**
   Yes No

Students' own answers

*If you have more "Yes" answers, you live in the past. Past memories and regrets still take much of your time. It is time for you to focus on the present and future instead.*

*If you have more "No" answers, you have no time for the past in your life. You live thinking about the future.*



**7.** Work in pairs. One of you is a therapist and the other one is a patient. Read the following role-cards and act out a dialogue.

Students' own answers

**Therapist:**
You help patients who cannot get over their past mistakes and feel regretful about them. You give them suggestions to get over their regrets and continue their lives more peacefully.

**Patient:**
You made some mistakes in the past that you cannot forget about. Your feeling of regret affects your life because you cannot make decisions about your future. Ask for help from your therapist.

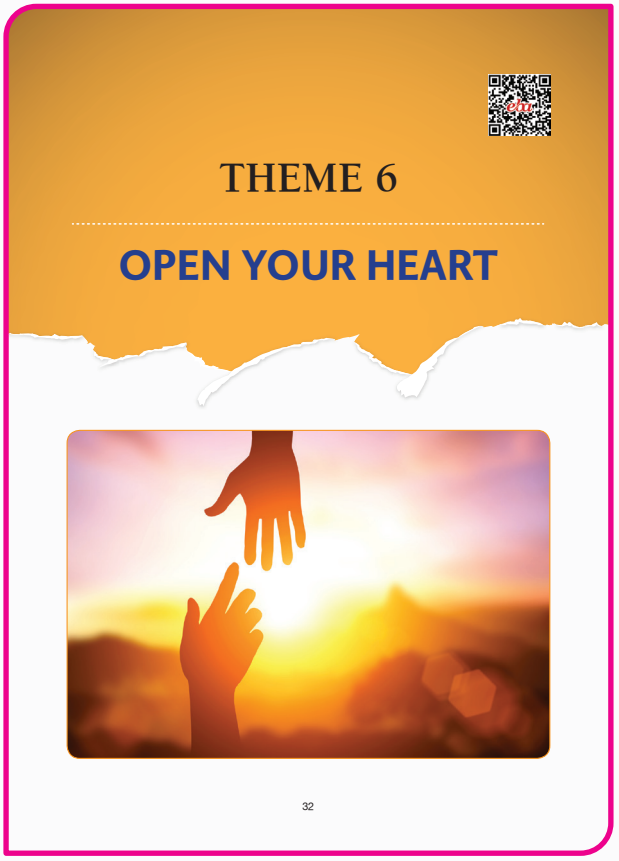
**8.** Complete the sentences with your own words.

Students' own answers

1. If I hadn't quit playing tennis, .....
2. I would have been more successful if .....
3. If Hasan hadn't cheated in the exam, .....
4. Shelia wouldn't have felt tired if .....
5. If you had remembered your password correctly, .....

# THEME 6

# OPEN YOUR HEART



**FUNCTIONS (F)**

**F1** Expressing degrees of certainty and criticism for the events in the past

**F2** Expressing the criticism for the events in the past

**SKILLS**

**Listening (L)**

**L1** Students will be able to listen to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.

**Pronunciation (P)**

**P1** Students will be able to practice the pronunciation of "contraction in past modals".

**e.g.** could have – could've

**Speaking (S)**

**S1** Students will be able to criticize an action in the past.

**S2** Students will be able to express their inferences from the results of events in the past.

**Reading (R)**

**R1** Students will be able to draw conclusions for the past events in a text.

**Writing (W)**

**W1** Students will be able to write a letter to an adviser expressing what they might/should/could have done in a specific situation.

**Warm Up**

Before you start the lesson, tell your students one of your past regrets and mention what you should / shouldn't have done or what could / might have happened. Write these sentences on the board and ask students to talk about their regrets uttering similar sentences. Then, ask them to work in groups and discuss their regrets. Once they're finished discussing, elicit answers from some of the students. Then, you can continue with the Theme 6 of the course book.

**NOTES**

**1. Work in pairs. Ask and answer: Have you complained about anything lately? What was it about? How did you solve it?**

**(F2, S1)**

Ask students to work in groups of three and discuss whether they have complained about anything lately and how they solved it. Then, elicit answers from the groups and list the complaints and solutions on the board. After you get all the answers, you can ask the whole class to comment on their friends' complaints and solutions.

***Answer Key:*** ***Students' own answers***

**2. Match the following pictures with the complaints. Compare your answers with your classmates.**

**(F2)**

Ask students to look at the pictures. Make sure that they understand people in the picture have different complaints. You may give them guidelines such as asking them to talk about the situations in the pictures, what people are doing, where they are.

***Answer Key:*** ***1. b, 2. d, 3. a, 4. c***

**3. Match the appropriate response with each complaint in the pictures.**

**(F2)**

Ask students to work individually first and write possible responses for each complaint as in the examples. Then, ask them to share their answers in pairs and check them. Finally, elicit some answers and ask some of them to read their sentences aloud.

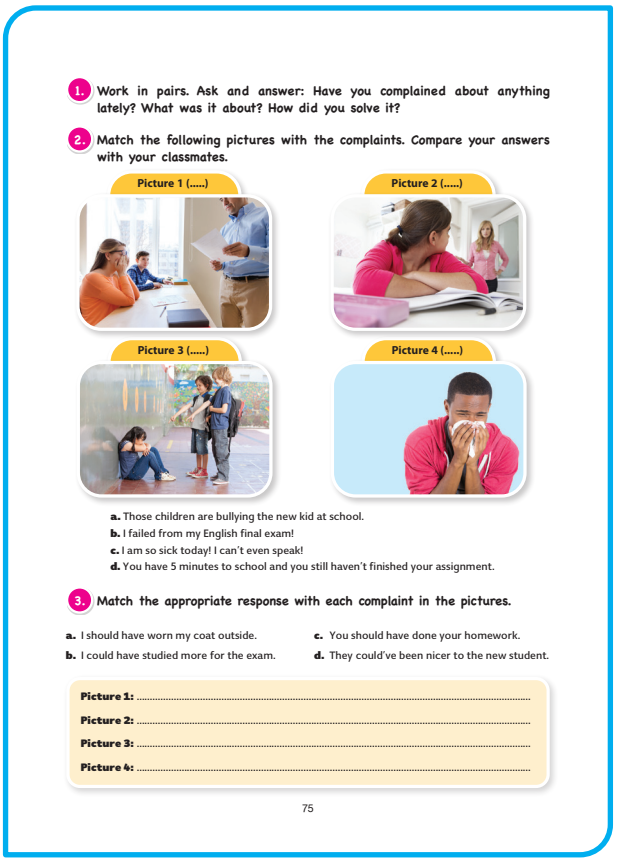
***Answer Key:***

***Picture 1: b***

***Picture 2: c***

***Picture 3: d***

***Picture 4: a***



1. Work in pairs. Ask and answer: Have you complained about anything lately? What was it about? How did you solve it?

2. Match the following pictures with the complaints. Compare your answers with your classmates.

Picture 1 (.....)

Picture 2 (.....)

Picture 3 (.....)

Picture 4 (.....)

a. Those children are bullying the new kid at school.
b. I failed from my English final exam!
c. I am so sick today! I can't even speak!
d. You have 5 minutes to school and you still haven't finished your assignment.

3. Match the appropriate response with each complaint in the pictures.

a. I should have worn my coat outside.
b. I could have studied more for the exam.
c. You should have done your homework.
d. They could've been nicer to the new student.

Picture 1: .....
Picture 2: .....
Picture 3: .....
Picture 4: .....

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**NOTES**

**4. Work in pairs and match criticism with the situations.**

**(F2, S1)**

Ask students to work in pairs and match the criticisms with the situations. When they finish the task, elicit answers from the students individually.

***Answer Key:*** ***1. c, 2. a, 3. b, 4. d***

**5. Read the situations under each picture and write sentences as in the examples:**

- **What must have happened?**
- **What can't have happened?**
- **What might have happened?**

**(F1)**

Ask students to work in groups of four and look at the pictures carefully. Tell them that something has just happened in each picture and ask them to guess what happened using the clues in the picture. Review the example with the class and ask them to write sentences as in the examples.

***Suggested Answers:***

***Picture 1***

***1. He must have done something bad.***

***2. He can't have completed everything.***

***3. He might have lost a document.***

***Picture 2***

***1. People must have left the city.***

***2. They can't have been outside.***

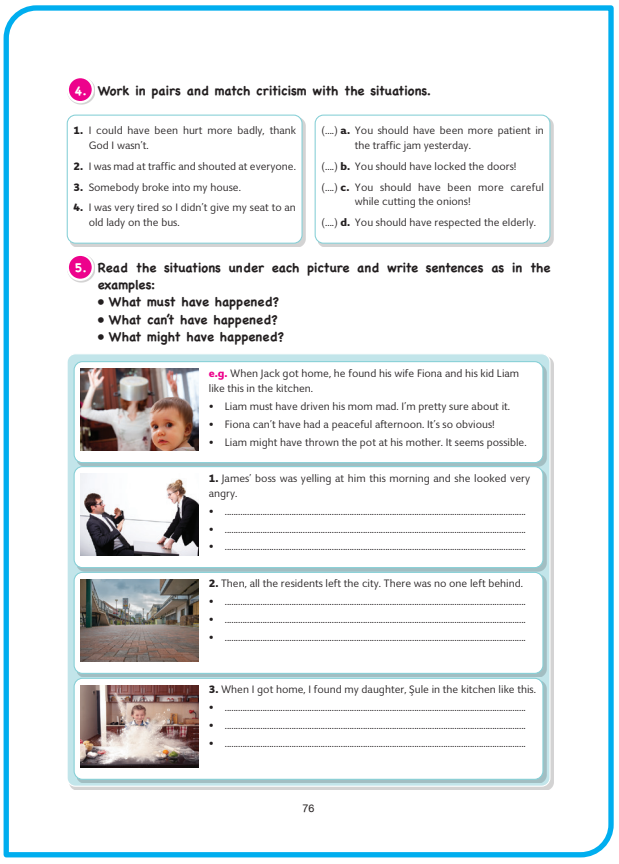
***3. They might have evacuated the city.***

***Picture 3***

***1. She must have tried to cook something.***

***2. She can't have tidied the kitchen.***

***3. She might have baked a delicious cake.***



4. Work in pairs and match criticism with the situations.

1. I could have been hurt more badly, thank God I wasn't.
2. I was mad at traffic and shouted at everyone.
3. Somebody broke into my house.
4. I was very tired so I didn't give my seat to an old lady on the bus.

(....) a. You should have been more patient in the traffic jam yesterday.
(....) b. You should have locked the doors!
(....) c. You should have been more careful while cutting the onions!
(....) d. You should have respected the elderly.

5. Read the situations under each picture and write sentences as in the examples:
- What must have happened?
- What can't have happened?
- What might have happened?

e.g. When Jack got home, he found his wife Fiona and his kid Liam like this in the kitchen.
- Liam must have driven his mom mad. I'm pretty sure about it.
- Fiona can't have had a peaceful afternoon. It's so obvious!
- Liam might have thrown the pot at his mother. It seems possible.

1. James' boss was yelling at him this morning and she looked very angry.

2. Then, all the residents left the city. There was no one left behind.

3. When I got home, I found my daughter, Şule in the kitchen like this.

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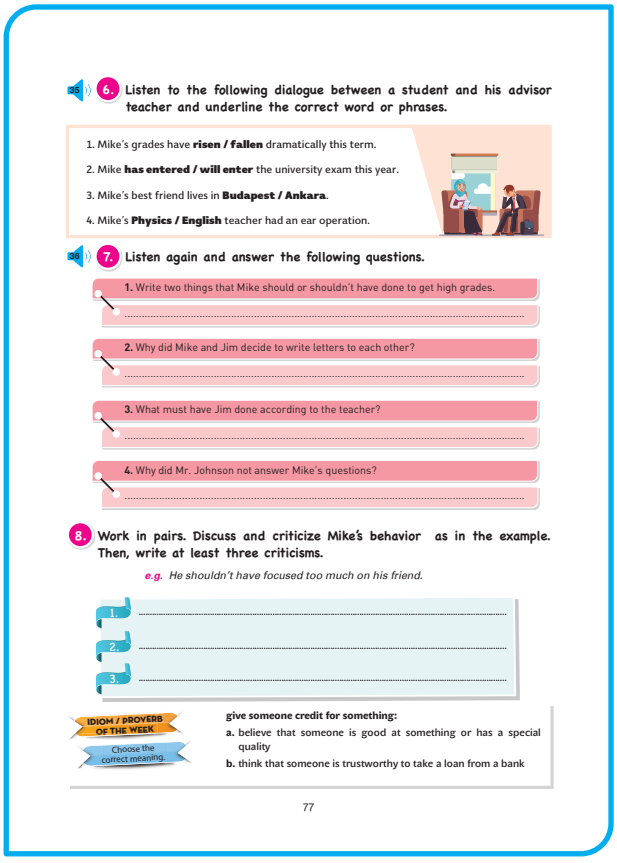
**NOTES**

**6. Listen to the following dialogue between a student and his advisor teacher and underline the correct word or phrases.**

**(F1, F2, L1)**

Tell students that they will be listening to a dialogue between a student and his advisor teacher. Tell them to read the sentences first and make guesses about which words or phrases they expect to hear in the listening. Play the recording once. When they listen to the dialogue, ask them if their guesses were correct or not.



35 **6.** Listen to the following dialogue between a student and his advisor teacher and underline the correct word or phrases.

1. Mike's grades have **risen / fallen** dramatically this term.
2. Mike **has entered / will enter** the university exam this year.
3. Mike's best friend lives in **Budapest / Ankara**.
4. Mike's **Physics / English** teacher had an ear operation.

36 **7.** Listen again and answer the following questions.

1. Write two things that Mike should or shouldn't have done to get high grades.
2. Why did Mike and Jim decide to write letters to each other?
3. What must have Jim done according to the teacher?
4. Why did Mr. Johnson not answer Mike's questions?

**8.** Work in pairs. Discuss and criticize Mike's behavior as in the example. Then, write at least three criticisms.

*e.g.* *He shouldn't have focused too much on his friend.*

1.
2.
3.

IDIOM / PROVERB OF THE WEEK

Choose the correct meaning.

**give someone credit for something:**

a. believe that someone is good at something or has a special quality

b. think that someone is trustworthy to take a loan from a bank

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**Tapescript 35**

**Mike:** Hi. May I come in?

**Mary:** Sure, Mike. I was hoping to speak to you, as well. Have a seat. So, your grades have fallen dramatically this term. Can you tell me why?

**Mike:** Well, I guess I couldn't get used to my new class.

**Mary:** But, you should've tried harder, Mike. You know this year is very important for you because you'll enter the university exam. You need higher grades for that.

**Mike:** You're right. I shouldn't have lost my motivation. I could've been more motivated to study. But, I had another problem, too. My best friend Jim hasn't replied to any of my letters. You know Jim. He lives in Budapest now. He was a student here last year.

**Mary:** I know him. But, why don't you communicate through e-mail or texts? It is so strange to be writing letters in this digital era.

**Mike:** I know, but we thought it would be fun to write letters. I think we could've written e-mails.

**Mary:** Exactly. Also, I'm sure he must've written back to you, but he must've sent the letter to the wrong address or something.

**Mike:** You're right. I should text him tonight and ask about it. One more thing…

**Mary:** Yes?

**Mike:** Our Physics teacher, Mr. Johnson. I think he hates me.

**Mary:** C'mon, Mike. That's a very serious allegation. Teachers don't hate students.

**Mike:** But, he never answers any of my questions! Maybe that's why, I got a low mark from the exam.

**Mary:** I don't think so. When did that happen?

**Mike:** Last week. We were studying Einstein's relativity theory and I asked him many questions. He didn't answer any of them!

**Mary:** A-ha. I see. Last week, Mr. Johnson had an ear operation. He could've stayed at home, but he chose to go to work. I'm sure he can't have heard your questions.

**Mike:** Oh, really? Now, I feel terrible. I might have overreacted.

**Mary:** I think you should have given him more credit for his behaviors.

**Mike:** You're right. I should have been open-minded. And don't worry about my grades. I'll make them all better.

**Mary:** OK. See you next week, then.

***Answer Key:***

***1. Mike's grades have fallen dramatically this term.***

***2. Mike will enter the university exam this year.***

***3. Mike's best friend lives in Budapest.***

***4. Mike's Physics teacher had an ear operation.***

**7. Listen again and answer the following questions.**

**(F1, F2, L1)**

Tell students that they will listen to the dialogue again, but this time, they will answer the questions. Tell them to read and try to answer the questions first before they start listening. When they are finished, ask them to share their answers with their partners. Then, play the recording twice. Finally, check the answers with the class.

**Tapescript 36**

It is the same as Tapescript 35.

***Suggested Answers:***

***1. He should have focused on his lessons more.***

***2. He shouldn't have thought that his teacher hated him.***

***3. He should have called Jim.***

***Answer Key:***

***1. He should have tried harder. / He shouldn't have lost his motivation.***

***2. They thought it would be fun.***

***3. He must've sent the letter to the wrong address or something.***

***4. Mr. Johnson had an ear operation.***

**8. Work in pairs. Discuss and criticize Mike's behavior as in the example. Then, write at least three criticisms.**

**(F2, S1)**

Ask students to work in pairs, discuss and criticize Mike's behaviors. Then, tell them to write criticisms about his behaviors. Make sure that they continue the conversation in English. Monitor them as they discuss, do not interfere unless they need help. After they are finished, ask them to share their criticisms with the rest of the class.

***Answer Key:*** ***Students' own answers***

**IDIOM / PROVERB OF THE WEEK**

Tell students to identify the correct meaning of that proverb: "give someone credit for something" from the listening and infer the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***a***

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**9. Listen to the following sentences from exercise 6 and repeat.**

**(P1)**

First, explain students how they should pronounce the reductions of past modals. You can use the information and the examples below to show the correct pronunciation. Make sure that students practice enough to hear the contractions. Finally, ask students to practice the same patterns with other sentences. Play the recording more than once till your students pronounce the reductions naturally.

Pronunciation of Reduction in Past Modals

When we use past modals, the "have" that follows the modal auxiliary verb is contracted to

" 've " in speech.

He should've studied harder.

She must've been in a hurry.

They could've forgotten the date.

**Tapescript 37 and Answer Key**

But, you should've tried harder, Mike.

I think I could've been more motivated to study.

I think we could've written e-mails.

I should've been open-minded.

**10. Listen to the statements and circle the one you hear.**

**(P1)**

Tell students to read the sentences before and practice the pronunciation of the modals. Then, play the recording and ask them to circle the correct pronunciation.

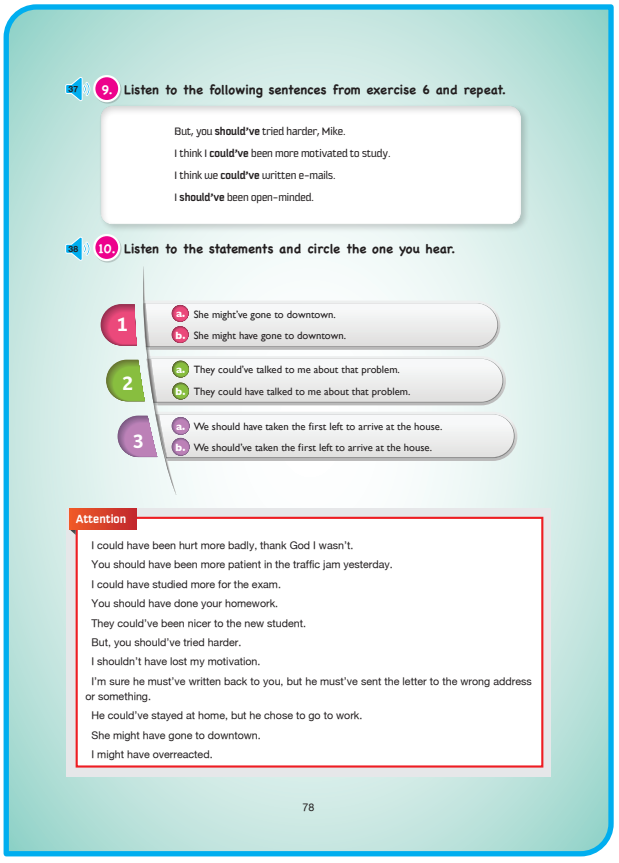
**Tapescript 38**

1. She might've gone to downtown.

2. They could've talked to me about that problem.

3. We should've taken the first left to arrive at the house.

***Answer Key:*** ***1. a, 2. a, 3. b***




**ATTENTION**

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 148 and do the exercises.

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**11. Read the lines of a dialogue between a call center agent and a customer and put them in the correct order.**

**(F1, F2)**

Tell students to read the dialogue lines carefully and put them in the correct order. Remind them to pay attention to the sequence of events and do the exercise accordingly. Make sure students work individually and nominate students to check the answers together.

***Answer Key:*** ***1, 7, 5, 3, 2, 6, 4***

**12. Work in groups of four. Imagine that there is a call center, 118, for complaints about any subject. Two of you are the agents in the call center who will give advice and the others call the center for a complaint. Then, change the roles and role-play.**

**(F1, F2, S1)**

Ask students to work in groups of four. They are expected to write down at least two dialogues about different complaints as in exercise 11. Make sure that they continue the conversation in English. Monitor them as they discuss, do not interfere unless they need help. After they are finished, ask them to role-play the dialogues.

**HELP EACH OTHER**

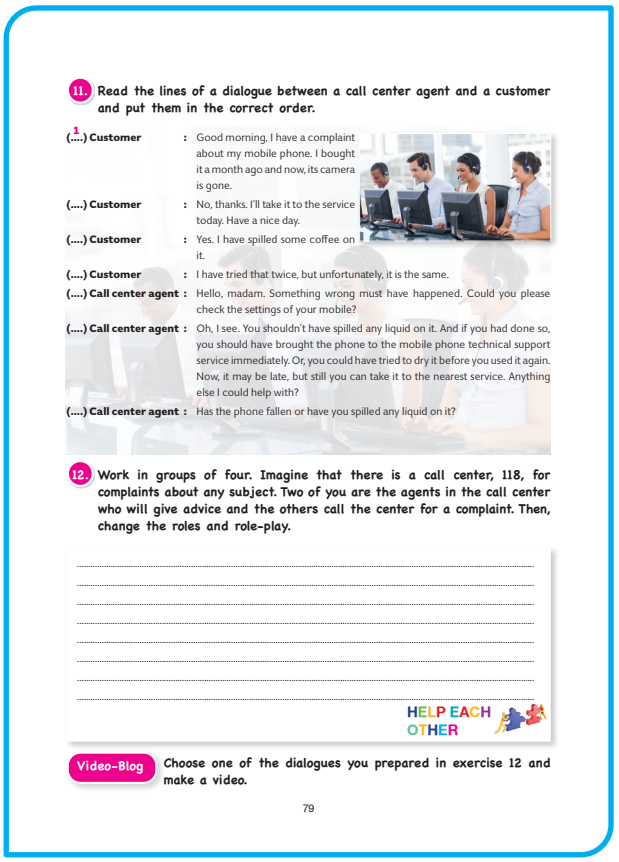
Tell your students to work in pairs and read their friend's letter of complaint to give them feedback by using the mini-rubric given in theme 1 page 19.

**Video-Blog**

**Choose one of the dialogues you prepared in exercise 12 and make a video.**

**(F1, F2, S1)**

The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned. Tell your students to make a video of one of the dialogues they wrote and acted out to put on their blogs.



11. Read the lines of a dialogue between a call center agent and a customer and put them in the correct order.

(1) Customer : Good morning, I have a complaint about my mobile phone. I bought it a month ago and now, its camera is gone.

(....) Customer : No, thanks. I'll take it to the service today. Have a nice day.

(....) Customer : Yes. I have spilled some coffee on it.

(....) Customer : I have tried that twice, but unfortunately, it is the same.

(....) Call center agent : Hello, madam. Something wrong must have happened. Could you please check the settings of your mobile?

(....) Call center agent : Oh, I see. You shouldn't have spilled any liquid on it. And if you had done so, you should have brought the phone to the mobile phone technical support service immediately. Or, you could have tried to dry it before you used it again. Now, it may be late, but still you can take it to the nearest service. Anything else I could help with?

(....) Call center agent : Has the phone fallen or have you spilled any liquid on it?

12. Work in groups of four. Imagine that there is a call center, 118, for complaints about any subject. Two of you are the agents in the call center who will give advice and the others call the center for a complaint. Then, change the roles and role-play.

HELP EACH OTHER

Video-Blog Choose one of the dialogues you prepared in exercise 12 and make a video.

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### 13. Discussion Time

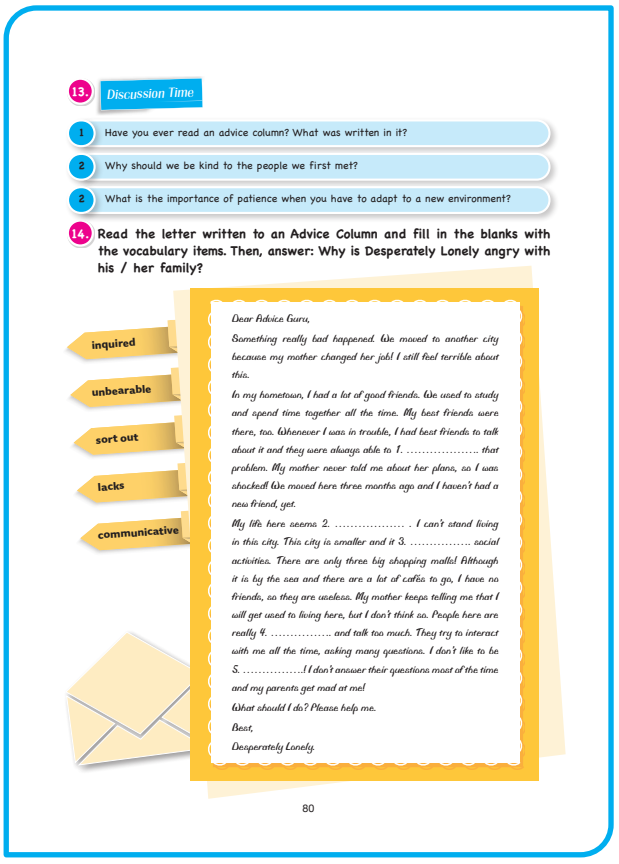
**(F2, S1)**

Ask your students whether they have taken any advice from another source other than family and friends. After they give their responses, you can tell them to discuss the questions.

### 14. Read the letter written to an Advice Column and fill in the blanks with the vocabulary items. Then, answer: Why is Desperately Lonely angry with his / her family?

**(F1, F2, R1)**

Ask students to read the texts quickly to guess the missing vocabulary items in the paragraphs. Remind them that parts of speech and grammar rules such as singular-plural forms or tenses are also good clues for them while completing the text with the given words. Once they are finished, ask them to check their answers with their partners. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information. When they are finished, let them answer the question given in the instruction.


13. Discussion Time

1 Have you ever read an advice column? What was written in it?

2 Why should we be kind to the people we first met?

2 What is the importance of patience when you have to adapt to a new environment?

14. Read the letter written to an Advice Column and fill in the blanks with the vocabulary items. Then, answer: Why is Desperately Lonely angry with his / her family?

inquired
unbearable
sort out
lacks
communicative

Dear Advice Guru,

Something really bad happened. We moved to another city because my mother changed her job! I still feel terrible about this.

In my hometown, I had a lot of good friends. We used to study and spend time together all the time. My best friends were there, too. Whenever I was in trouble, I had best friends to talk about it and they were always able to 1. ..... that problem. My mother never told me about her plans, so I was shocked! We moved here three months ago and I haven't had a new friend, yet.

My life here seems 2. ..... . I can't stand living in this city. This city is smaller and it 3. ..... social activities. There are only three big shopping malls! Although it is by the sea and there are a lot of cafés to go, I have no friends, so they are useless. My mother keeps telling me that I will get used to living here, but I don't think so. People here are really 4. ..... and talk too much. They try to interact with me all the time, asking many questions. I don't like to be 5. .....! I don't answer their questions most of the time and my parents get mad at me!

What should I do? Please help me.

Best,

Desperately Lonely.

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***Suggested Answers:***

***Because his / her family moved to another city.***

***Answer Key:***

***1. sort out***

***2. unbearable***

***3. lacks***

***4. communicative***

***5. inquired***

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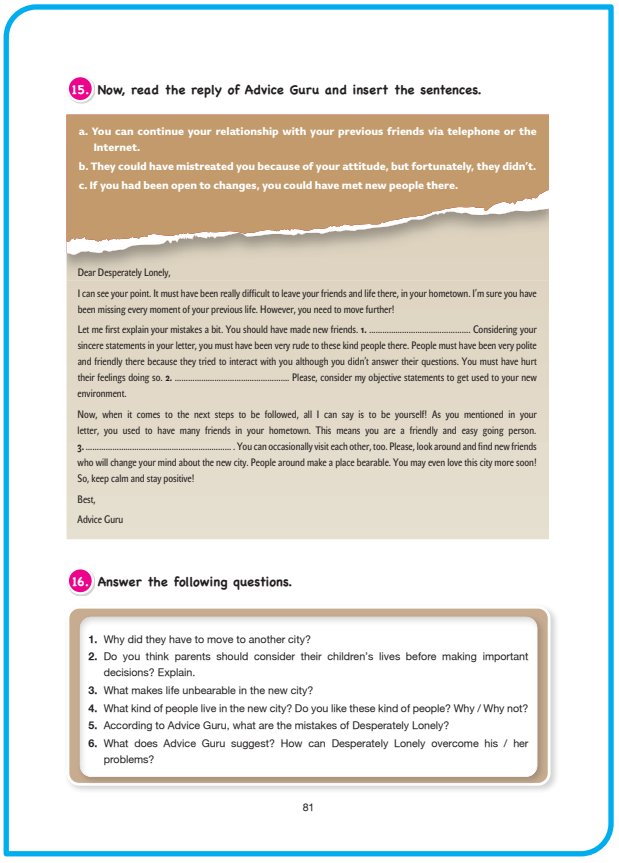
### 15. Now, read the reply of Advice Guru and insert the sentences.

**(F1, F2)**

Tell students to read the following text and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

***Answer Key:*** ***1. c, 2. b, 3. a***



15. Now, read the reply of Advice Guru and insert the sentences.

a. You can continue your relationship with your previous friends via telephone or the internet.
b. They could have mistreated you because of your attitude, but fortunately, they didn't.
c. If you had been open to changes, you could have met new people there.

Dear Desperately Lonely,

I can see your point. It must have been really difficult to leave your friends and life there, in your hometown. I'm sure you have been missing every moment of your previous life. However, you need to move further!

Let me first explain your mistakes a bit. You should have made new friends. 1. ..... Considering your sincere statements in your letter, you must have been very rude to these kind people there. People must have been very polite and friendly there because they tried to interact with you although you didn't answer their questions. You must have hurt their feelings doing so. 2. ..... Please, consider my objective statements to get used to your new environment.

Now, when it comes to the next steps to be followed, all I can say is to be yourself! As you mentioned in your letter, you used to have many friends in your hometown. This means you are a friendly and easy going person. 3. ..... You can occasionally visit each other, too. Please, look around and find new friends who will change your mind about the new city. People around make a place bearable. You may even love this city more soon! So, keep calm and stay positive!

Best,

Advice Guru

16. Answer the following questions.

1. Why did they have to move to another city?
2. Do you think parents should consider their children's lives before making important decisions? Explain.
3. What makes life unbearable in the new city?
4. What kind of people live in the new city? Do you like these kind of people? Why / Why not?
5. According to Advice Guru, what are the mistakes of Desperately Lonely?
6. What does Advice Guru suggest? How can Desperately Lonely overcome his / her problems?

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### 16. Answer the following questions.

**(F1, F2, R1)**

Tell students to read the text again and answer the questions in pairs. Monitor them as they do the task with their pairs and do not interfere unless they need help. After they are finished, ask them to share their answers with the rest of the class.

***Answer Key:***

***1. Because her mother changed her job.***

***2. Students' own answers***

***3. The city is smaller, she has no friends and people talk too much.***

***4. Communicative and friendly. Students' own answers***

***5. She should have made friends. She should have been nicer to others. She should have been open to changes.***

***6. She should look around and find new friends who will change her mind about the new city. She should keep calm and stay positive.***

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**17. Work in groups of four and criticize the attitude of Desperately Lonely using the prompts.**

**(F2, S1)**

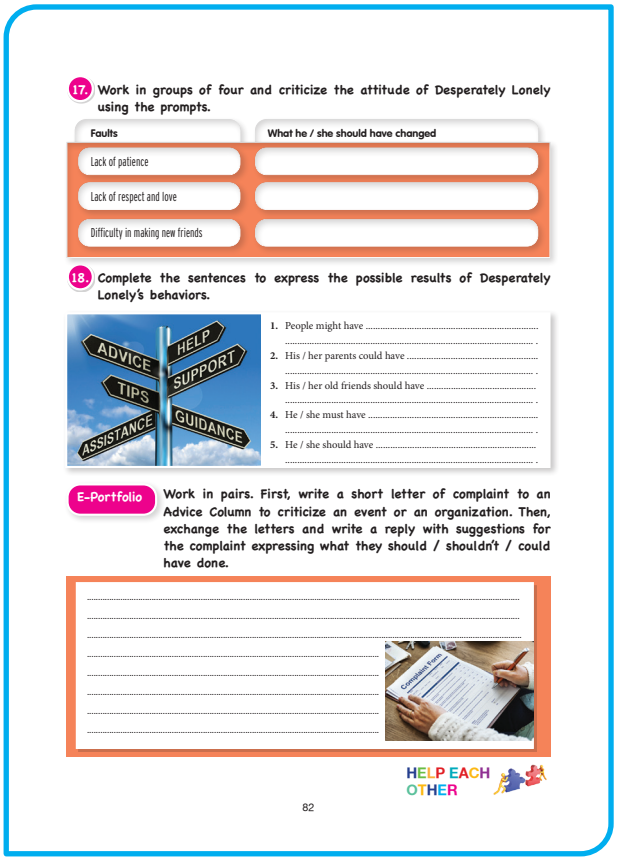
Tell students that they will work in groups of four in order to criticize the attitude of Desperately Lonely mentioned in the previous exercise. Ask them to use the prompts given. Monitor them as they do the activity. If they require assistance, provide some guidance for the students.

***Suggested Answers:***

***1. He / She should have been more patient.***

***2. He / She shouldn't have been disrespectful.***

***3. He / She should have tried harder to make friends.***


17. Work in groups of four and criticize the attitude of Desperately Lonely using the prompts.

| Faults | What he / she should have changed |
|---|---|
| Lack of patience | |
| Lack of respect and love | |
| Difficulty in making new friends | |

18. Complete the sentences to express the possible results of Desperately Lonely's behaviors.



1. People might have .....
2. His / her parents could have .....
3. His / her old friends should have .....
4. He / she must have .....
5. He / she should have .....

E-Portfolio Work in pairs. First, write a short letter of complaint to an Advice Column to criticize an event or an organization. Then, exchange the letters and write a reply with suggestions for the complaint expressing what they should / shouldn't / could have done.



HELP EACH OTHER

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**18. Complete the sentences to express the results of Desperately Lonely's behaviors.**

**(F1, S2)**

This time, ask students to work in pairs to talk about the possible results of the behaviors or Desperately Lonely. Once they finish the task, tell students to share their answers with the rest of the class.

***Suggested Answers:***

***1. People might have misunderstood her/ him.***

***2. His parents could have helped her/ him.***

***3. His/ her old friends should have called him/ her.***

***4. He/ She must have felt frustrated.***

***5. He/ She should have had a more positive attitude.***

**E-Portfolio: Work in pairs. First, write a short letter of complaint to an Advice Column to criticize an event or an organization. Then, exchange the letters and write a reply with suggestions for the complaint expressing what they should / shouldn't / could have done.**

**(F2, W1)**

Ask students to work in pairs. Tell them to think about an event or organization that they would like to participate in. Then, tell them to imagine that it all went wrong. Ask them to write a letter of complaint to criticize that event or organization. Monitor them as they work on their letter. After they are finished, tell pairs to put their letters on the walls and ask the class to walk around the class and read these letters. Then, ask students which letters they liked the most and why.

***Answer Key:* Students' own answers**

**HELP EACH OTHER**

Tell your students to work in pairs and read their friend's letter of complaint to give them feedback by using the mini-rubric given in theme 1 page 19.

### 19. Discussion Time:

**(F1)**

Tell students to work in pairs. Ask them to read the questions and discuss them with their partners. Once they are finished, elicit answers from students individually.

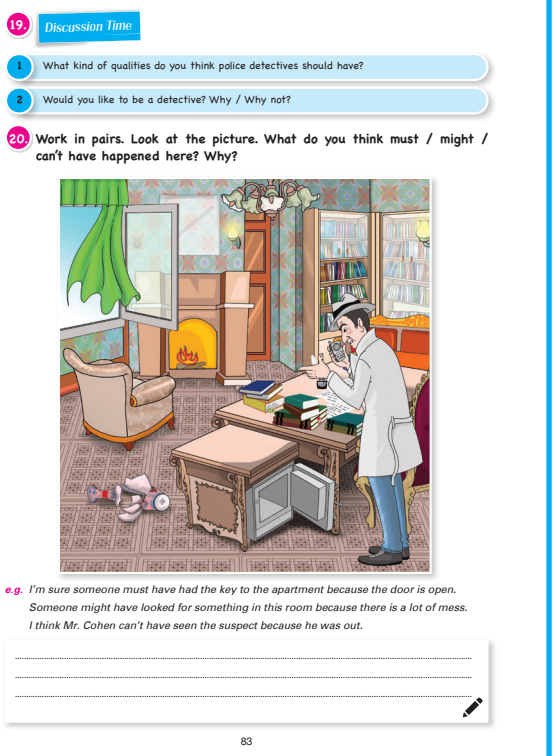
***Answer Key:*** ***Students' own answers***

### 20. Work in pairs. Look at the picture. What do you think must / might / can't have happened here? Why?

**(F1, S2)**

Ask students to work in pairs and look at the picture. Tell them that they are required to speculate about what must / might / can't have happened there.

***Answer Key:*** ***Students' own answers***



19. Discussion Time

1 What kind of qualities do you think police detectives should have?

2 Would you like to be a detective? Why / Why not?

20. Work in pairs. Look at the picture. What do you think must / might / can't have happened here? Why?

e.g. I'm sure someone must have had the key to the apartment because the door is open.
Someone might have looked for something in this room because there is a lot of mess.
I think Mr. Cohen can't have seen the suspect because he was out.

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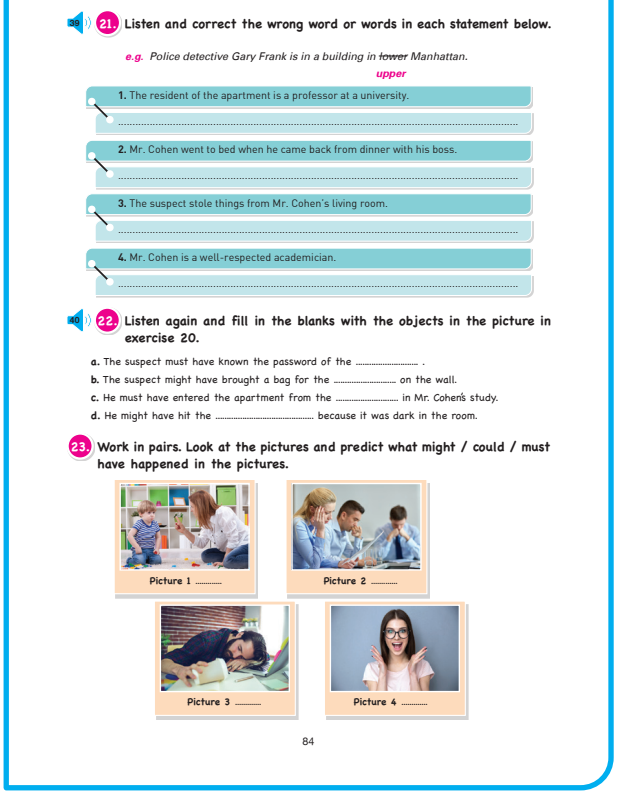
**NOTES**

**NOTES**

## 21. Listen and correct the wrong word or words in each statement below.

**(F1, L1)**

Ask students to read the sentences carefully before they listen. Make sure that they understand they are required to find out the wrong word or words and correct them. Play the recording twice. Let them check their answers with their partners. Finally, elicit the answers from the students.



39 **21.** Listen and correct the wrong word or words in each statement below.

*e.g.* Police detective Gary Frank is in a building in ~~tower~~ *upper* Manhattan.

1. The resident of the apartment is a professor at a university.
2. Mr. Cohen went to bed when he came back from dinner with his boss.
3. The suspect stole things from Mr. Cohen's living room.
4. Mr. Cohen is a well-respected academician.

40 **22.** Listen again and fill in the blanks with the objects in the picture in exercise 20.

a. The suspect must have known the password of the ..... .
b. The suspect might have brought a bag for the ..... on the wall.
c. He must have entered the apartment from the ..... in Mr. Cohen's study.
d. He might have hit the ..... because it was dark in the room.

**23.** Work in pairs. Look at the pictures and predict what might / could / must have happened in the pictures.

Picture 1 .....
Picture 2 .....
Picture 3 .....
Picture 4 .....

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**Tapescript 39**

**Detective Frank:** This is Detective Gary Frank speaking from our new crime scene. I have just arrived here. The building is in upper Manhattan. The building number is 467. The resident is a businessman, named William Cohen.

Mr. Cohen said he went out for dinner tonight at eight with his boss and came back home at ten. He saw nothing suspicious. He went into his living room, watched TV for a while and then, remembered something about work and got to his study. When he turned on the light, he couldn't believe his eyes. Someone had entered the room.

Now, I'm in his study.

The window glass is broken. The suspect must have entered the apartment from here because the front door had been closed when Mr. Cohen arrived. There is a broken pitcher on the floor. I think the suspect might not have turned on the lights and might have hit the water pitcher and dropped it on the floor. He must have felt shocked because of the noise. There is an open safe here, which can be opened by entering a password. This means the suspect must have known the password. Otherwise, he couldn't have opened it. But, how did he get the password? He might have seen Mr. Cohen enter it. So, is he someone that Mr. Cohen knows? Mr. Cohen is a well-respected businessman, so he must know many people. I will look into it later.

And here on the wall, there is a dark shadow, which means there was a painting here. He might have found out about this painting from the same source he found out about the password. But, how did he carry it? I think he might have brought a bag for that. And how did he pass the security of the building. This is also another mystery. The suspect also knew that Mr. Cohen wouldn't be at home. So, he might have been someone from the workplace as well. However, it's good he wasn't at home. It could have been worse. I'm glad no one got hurt.

***Answer Key:***

***1. The resident of the apartment is a businessman.***

***2. Mr. Cohen watched TV when he came back from dinner with his boss.***

***3. The suspect stole things from Mr. Cohen's study.***

***4. Mr. Cohen is a well-respected businessman.***

**22. Listen again and fill in the blanks with the objects in the picture in exercise 20.**

**(F1, L1)**

Tell students that they are going to listen to the recording again. This time, they will complete the sentences about the crime scene. Play the recording once and elicit answers from the students.

**Tapescript 40**

It is the same as Tapescript 39.

***Answer Key:***

***1. safe*** ***2. painting***

***3. window*** ***4. (water) pitcher***

**23. Work in pairs. Look at the pictures and predict what might / could / must have happened in the pictures.**

**(F1, S2)**

Ask students to work in pairs. Tell them to look at the pictures and speculate about what happened in each of them by using the modals they have practiced. Once they are finished, elicit answers from students individually.

***Suggested Answers:***

***1. The child might have made his mom angry.***

***2. The employers could have failed at a project.***

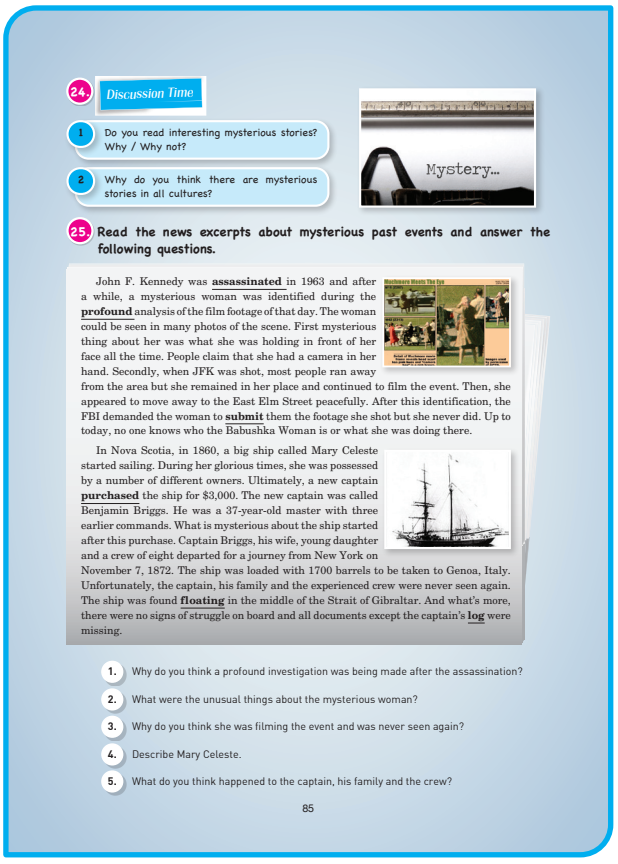
***3. He must have slept poorly last night.***

***4. She must have gotten some good news.***

**24. Discussion Time**

**(F1)**

Tell students to read the questions and make sure they know the meaning of mysterious. Then, tell them to work as pairs to discuss the questions. Once they are finished, ask them to share their opinions with the rest of the class.



24. Discussion Time

1. Do you read interesting mysterious stories? Why / Why not?
2. Why do you think there are mysterious stories in all cultures?



25. Read the news excerpts about mysterious past events and answer the following questions.

John F. Kennedy was **assassinated** in 1963 and after a while, a mysterious woman was identified during the **profound** analysis of the film footage of that day. The woman could be seen in many photos of the scene. First mysterious thing about her was what she was holding in front of her face all the time. People claim that she had a camera in her hand. Secondly, when JFK was shot, most people ran away from the area but she remained in her place and continued to film the event. Then, she appeared to move away to the East Elm Street peacefully. After this identification, the FBI demanded the woman to **submit** them the footage she shot but she never did. Up to today, no one knows who the Babushka Woman is or what she was doing there.

In Nova Scotia, in 1860, a big ship called Mary Celeste started sailing. During her glorious times, she was possessed by a number of different owners. Ultimately, a new captain **purchased** the ship for $3,000. The new captain was called Benjamin Briggs. He was a 37-year-old master with three earlier commands. What is mysterious about the ship started after this purchase. Captain Briggs, his wife, young daughter and a crew of eight departed for a journey from New York on November 7, 1872. The ship was loaded with 1700 barrels to be taken to Genoa, Italy. Unfortunately, the captain, his family and the experienced crew were never seen again. The ship was found **floating** in the middle of the Strait of Gibraltar. And what's more, there were no signs of struggle on board and all documents except the captain's **log** were missing.

1. Why do you think a profound investigation was being made after the assassination?
2. What were the unusual things about the mysterious woman?
3. Why do you think she was filming the event and was never seen again?
4. Describe Mary Celeste.
5. What do you think happened to the captain, his family and the crew?

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**25. Read the news excerpts about mysteries past events and answer the following questions.**

**(F1, R1)**

Tell students to read the news excerpts first and answer the following questions. When they finish, they can check their answers in pairs. Then, elicit the answers.

***Answer Key:***

***1. Because an important person was killed and the police wanted to find the murderer.***

***2. Her having a camera in her hand when the assassination occurred and her cool behaviors after the shooting.***

***3. Students' own answers***

***4. It is a big ship which sailed in 1860 for the first time, had many owners, involved in a mysterious missing crew event.***

***5. Students' own answers***

**26. Match the underlined vocabulary items with their definitions.**

**(F1)**

Tell students to look at the definitions and the vocabulary items from the text first. Tell them to scan the text to find out the correct definitions of each word. Remind them that contextual meaning is also important and some words may have more than one meaning. Monitor them as they do the task individually and do not interfere unless they need help. After they are finished, elicit the answers.

***Answer Key:*** ***1. f, 2. c, 3.e, 4. a, 5. d, 6.b***

**27. Work with a partner and answer the following questions.**

**(F1, S2)**

Ask students to read the questions and make assumptions using the modals they have practiced throughout this theme. Once they are finished, tell them to share their answers with the rest of the class.

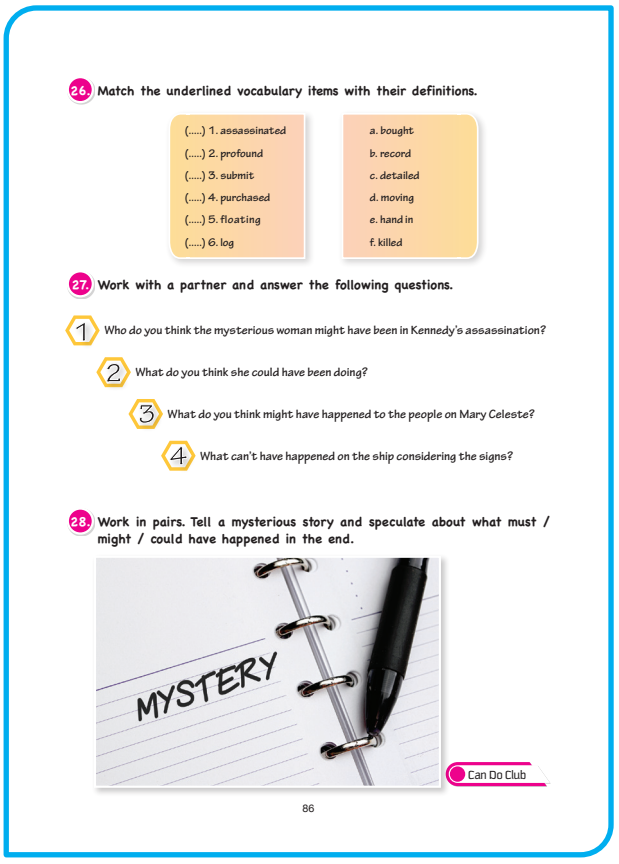
***Answer Key:*** ***Students' own answers***

**28. Work in pairs. Tell a mysterious story and speculate about what must / might / could have happened in the end.**

**(F1, S2)**

This exercise enables students to use all the information they have practiced in this unit, allowing them to use the language for communicative purposes as it is a free activity, in which they produce the language. Tell your students to tell a mysterious story similar to the ones they have read and comment on what must / might / could have happened.

***Answer Key:*** ***Students' own answers***


26 Match the underlined vocabulary items with their definitions.

(.....) 1. assassinated
(.....) 2. profound
(.....) 3. submit
(.....) 4. purchased
(.....) 5. floating
(.....) 6. log

a. bought
b. record
c. detailed
d. moving
e. hand in
f. killed

27 Work with a partner and answer the following questions.

1 Who do you think the mysterious woman might have been in Kennedy's assassination?
2 What do you think she could have been doing?
3 What do you think might have happened to the people on Mary Celeste?
4 What can't have happened on the ship considering the signs?

28 Work in pairs. Tell a mysterious story and speculate about what must / might / could have happened in the end.



Can Do Club

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## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 141 and fill in the table.

**NOTES**

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## THEME 6 ATTENTION ANSWER KEY

**1. Rewrite the following sentences using the prompts in parentheses.**

1. People should have cared about the world and shouldn't have ruined the environment.

2. I could have stayed home.

3. Mary shouldn't have been rude to the new teacher.

4. I could have taken a cab.

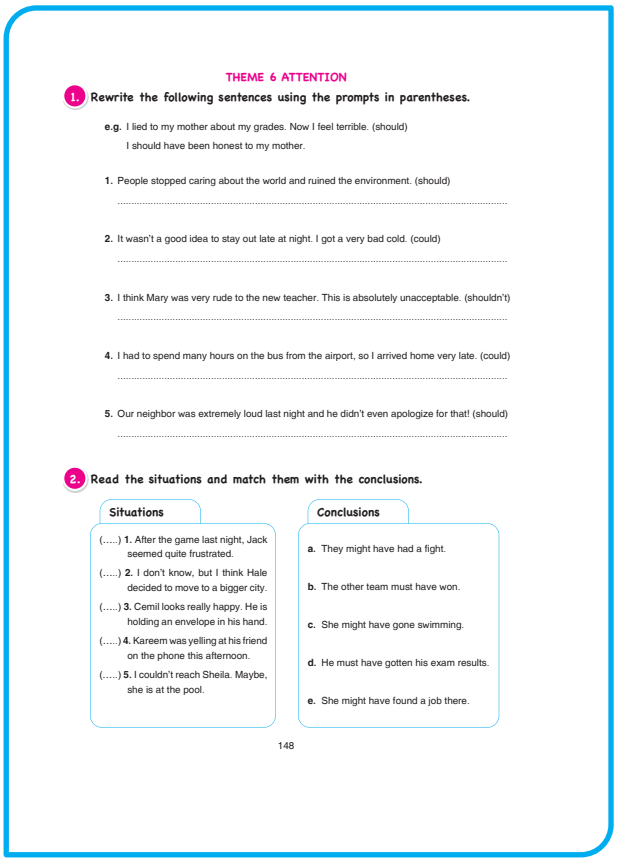
5. He should have apologized.

**2. Read the situations and match them with the conclusions.**

1. b 2. e

3. d 4. a

5. c



THEME 6 ATTENTION

1. Rewrite the following sentences using the prompts in parentheses.

e.g. I lied to my mother about my grades. Now I feel terrible. (should)
I should have been honest to my mother.

1. People stopped caring about the world and ruined the environment. (should)
.....

2. It wasn't a good idea to stay out late at night. I got a very bad cold. (could)
.....

3. I think Mary was very rude to the new teacher. This is absolutely unacceptable. (shouldn't)
.....

4. I had to spend many hours on the bus from the airport, so I arrived home very late. (could)
.....

5. Our neighbor was extremely loud last night and he didn't even apologize for that! (should)
.....

2. Read the situations and match them with the conclusions.

| Situations | Conclusions |
|---|---|
| (....) 1. After the game last night, Jack seemed quite frustrated. | a. They might have had a fight. |
| (....) 2. I don't know, but I think Hale decided to move to a bigger city. | b. The other team must have won. |
| (....) 3. Cemil looks really happy. He is holding an envelope in his hand. | c. She might have gone swimming. |
| (....) 4. Kareem was yelling at his friend on the phone this afternoon. | d. He must have gotten his exam results. |
| (....) 5. I couldn't reach Sheila. Maybe, she is at the pool. | e. She might have found a job there. |

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**NOTES**

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**NOTES**

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# THEME 6 WORKBOOK

**1.** **Match the responses with the complaints.**

| | | |
|---|---|---|
| (c) 1. I didn't go to that job interview. Now, I'm unemployed. | → | a. He could've controlled his temper. |
| (d) 2. Suna forgot to lock her house door and a burglar stole her computer. | → | b. You shouldn't have eaten so much. |
| (a) 3. Fatih yelled at his sister. She is crying now. | → | c. You could've been employed if you hadn't missed your job interview. |
| (b) 4. I ate a lot of snacks and now, I don't feel well. | → | d. She should've been more careful. |

**2.** **Look at the pictures and read the situations. Then, write suitable responses as in the example.**

Students' own answers

a.

I wore very light clothes yesterday when it was raining. Now, I am feeling really sick.
e.g. He shouldn't have worn light clothes.
He should have been more careful.
He could have had an umbrella.

b.

I cut and dyed my hair on my own and this is how I look now!

c.

I left my bedroom door open and I found all my dogs on my bed!

d.

My God! The soup tastes really bad! I put sugar instead of salt!



**3.** **Work in pairs. One of you is an employee at a big firm and the other one is his / her supervisor. Read the following role-cards and act out a dialogue.**

Students' own answers

**(Employee):**
Your supervisor wants to talk to you about your bad behaviors at work. Explain why you did what you did and try to convince him that you can be a good employee.

**(Supervisor):**
Your employee came to work late continuously. He / She fought with his / her colleagues about unimportant issues. He / She didn't complete his / her assignments on time. Criticize him / her and talk about what he / she should / shouldn't / could have done.

**4.** **Read the event and write a letter to criticize it.**

Last week, I bought a new mobile phone. I was very excited so I forgot to keep the receipt after the purchase. I went home and charged the phone. After two hours, I checked the phone, but it wasn't charged. I took the phone back, but the shop refused to help without the receipt.

Students' own answers



**5.** **Read the following predictions and rewrite them using the prompts in parentheses.**

*e.g. I am sure our teacher was in the school yesterday. I saw her car in the parking lot.*
*Our teacher must have been in the school yesterday.*

A Where is Hasan? We have an exam in 5 minutes.
B I talked to him yesterday. He knows about the exam. I guess he missed the bus. **(might)**

He might have missed the bus.

My earphones are missing. I think I left them on the bus, but I'm not sure. **(might)**

I might have left my earphones on the bus.

I'm sure Tuna isn't in the class. He definitely went to see the nurse. **(can't)**

Tuna can't have been in the class.

Kübra doesn't remember where she left her keys. I'm sure she left them at home. **(must)**

Kübra must have left her keys at home.

There are no lights in the house. Most probably, our neighbors aren't at home. **(can't)**

Our neighbors can't have been at home.

Emrah looks very sad. I guess something bad happened. **(might)**

Something bad might have happened.

Soner lost the game. I'm sure he feels awful about it. **(must)**

Soner must have felt awful about losing the game.

Tuğçe hates parties. She definitely didn't go to a party. **(can't)**

Tuğçe can't have gone to a party.



**6.** **Work in pairs. Read the following impossible situations and write your predictions.**

e.g. *You read a story of a man who survived on an island without water or food.*
*He must have found something to eat.*
*He can't have survived without water. He must have drunk rain water.*

1. Your most punctual friend came to school late every day last week.
Something wrong must have happened.

2. Your pet that is very active looks very calm and quiet.
He must have felt ill.

3. You received a very big phone bill, but you didn't talk to anyone that much.
There must have been a mistake.

4. Your best friend doesn't return your calls, but you know he / she is alive.
He / She can't have heard your call.

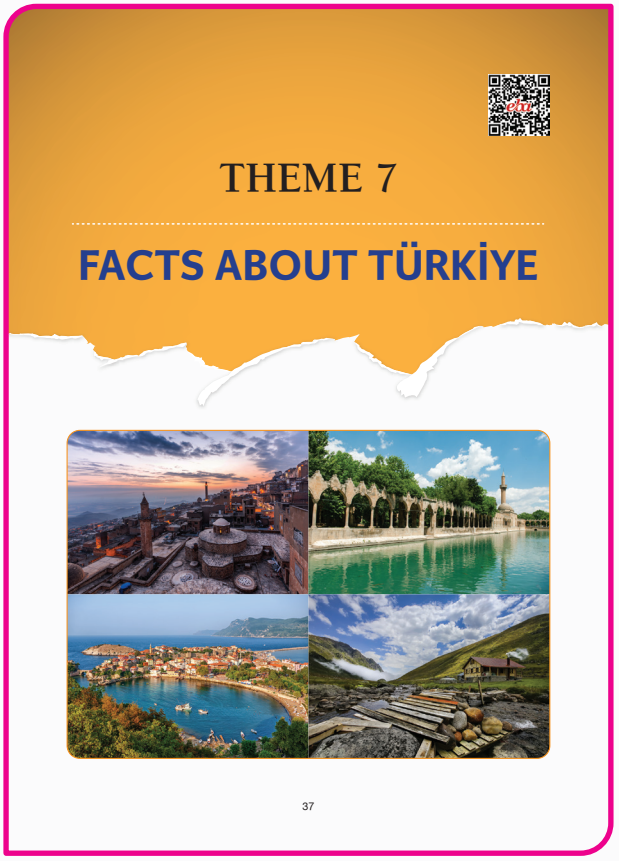
**7.** **You're an astronaut on a newly found spaceship. Write your predictions about the spaceship by using the information about it.**

The spaceship is deserted, but there is a crew room with 10 spacesuits and the kitchen is full of food. There is coffee spilt on the floor. On the mother deck, all mechanisms are broken. Nothing works and the last recorded day on the ship log belongs to 10 days ago. The guns are missing. Some of the sleeping units are locked and no one can open them.

Students' own answers

# THEME 7

# FACTS ABOUT TÜRKİYE



**FUNCTIONS**

**F1** Talking about landmarks and monuments

**F2** Describing cities and historic sites

**F3** Asking for and giving more detailed information

**SKILLS**

**Listening (L)**

**L1** Students will be able to recognize information about description of a monument; or a historical site in a recorded text.

**Pronunciation (P)**

**P1** Students will be able to identify the difference between the pronunciation of /wəz/ and /wəz/.

**Speaking (S)**

**S1** Students will be able to give presentation on of a monument or historical site.

**S2** Students will be able to interview with a friend to get detailed information about places he/she has visited.

**Reading (R)**

**R1** Students will be able to find out specific information in a text describing historical sites in Türkiye.

**Writing (W)**

**W1** Students will be able to write a blog post recommending places to visit in Türkiye.

**Warm Up**

Before you start the lesson, you might bring a map of Türkiye to the class and ask students to form questions and answers about their hometown.

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## 1. Do you think you know Türkiye? Take the quiz.

**(F1)**

The aim of the exercise is not to test students' knowledge. The quiz prepares students to the concepts of monuments, historic sites, and facts about Türkiye and serves as the warm-up exercise to familiarize and involve students in the theme they will be discussing. You can ask students to do the quiz as pairs or individually and after they finish the test, they can check the answers which are given below the page.

***Answer Key:*** ***1. b, 2. b, 3. a, 4. c, 5. c, 6. b, 7. c***

**NOTES**

1. Do you think you know Türkiye? Take the quiz.

1. When was the Republic of Türkiye founded?
a. 1920 b. 1923 c. 1919

2. Which of these countries doesn't share a border with Türkiye?
a. Greece b. Russia c. Iran

3. Choose the correct order (earliest-to-most recent).
a. Roman Empire, Byzantine Empire, Ottoman Empire, Republic of Türkiye
b. Republic of Türkiye, Ottoman Empire, Roman Empire, Byzantine Empire
c. Ottoman Empire, Roman Empire, Byzantine Empire, Republic of Türkiye

4. Which of the following wonders of the World is located in Türkiye?
a. The Hanging Gardens
b. The Colossus
c. The Temple of Artemis

5. Where is the oldest shipwreck in Türkiye?
a. Arhavi, Artvin b. Çeşme, İzmir c. Kaş, Antalya

6. Which archeological site in Türkiye was chosen as a UNESCO World Heritage Site?
a. Alacahöyük b. Çatalhöyük c. Hashöyük

7. Of all the places on Earth, Türkiye is most prone to what?
a. Tornados b. Volcanic eruptions c. Earthquakes

Evaluation:
If you have more than 4 correct answers, you know Türkiye well.

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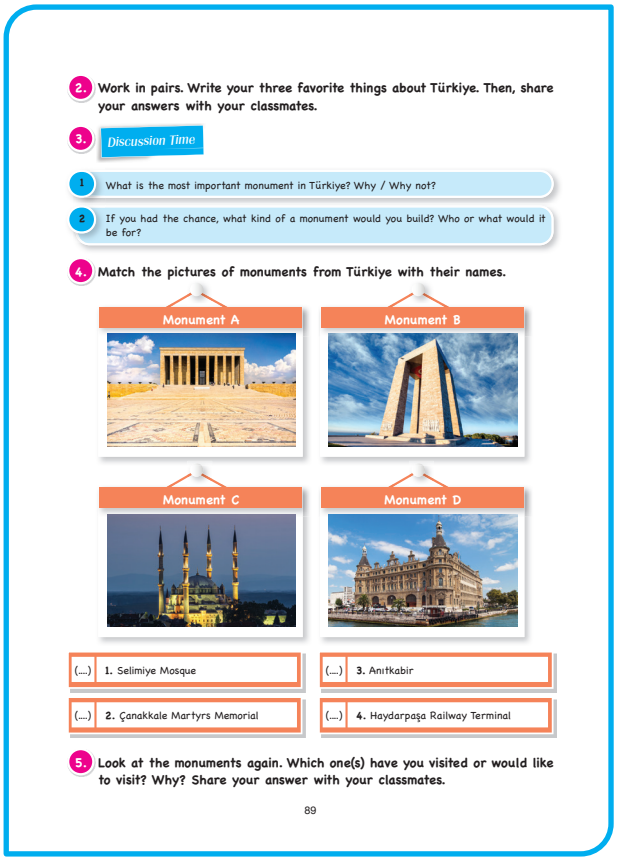
**NOTES**

**2. Work in pairs. Write your favorite three things about Türkiye. Then, share your answers with your classmates.**

**(F1, F2)**

This exercise aims to personalize the theme for students so that they can internalize the experience, which will allow them to embrace the target language better. You may start by giving your favorite things about Türkiye, which might motivate students to think further about the topic and model the language you use.

***Answer Key:*** ***Students' own answers***


2. Work in pairs. Write your three favorite things about Türkiye. Then, share your answers with your classmates.

3. Discussion Time

1 What is the most important monument in Türkiye? Why / Why not?

2 If you had the chance, what kind of a monument would you build? Who or what would it be for?

4. Match the pictures of monuments from Türkiye with their names.

Monument A

Monument B

Monument C

Monument D

(....) 1. Selimiye Mosque

(....) 2. Çanakkale Martyrs Memorial

(....) 3. Anıtkabir

(....) 4. Haydarpaşa Railway Terminal

5. Look at the monuments again. Which one(s) have you visited or would like to visit? Why? Share your answer with your classmates.

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**3. Discussion Time**

**(F1, F2)**

Tell your students that they will discuss about what the most important monument in Türkiye is while giving their reasons to support their answers and the kind of monument that they would like to build for a person of their choice. You may ask them to discuss in pairs or as the whole class.

***Answer Key:*** ***Students' own answers***

**4. Match the pictures of monuments from Türkiye with their names.**

**(F1)**

Tell students to look at the pictures of the monuments and ask them to match them with their names. You can make students work individually, in pairs, or in groups. This exercise aims to create a mental image of what a monument is.

***Answer Key:*** ***1. c, 2. b, 3. a, 4. d***

**5. Look at the monuments again. Which one(s) have you visited or would like to visit? Why? Share your answer with your classmates.**

**(F1, F2)**

Ask students to think about which monument(s) they have visited or would like to visit and remind them to support their answers with reasons. This exercise allows students to become aware of the language they use while describing the monuments they like.

***Answer Key:*** ***Students' own answers***

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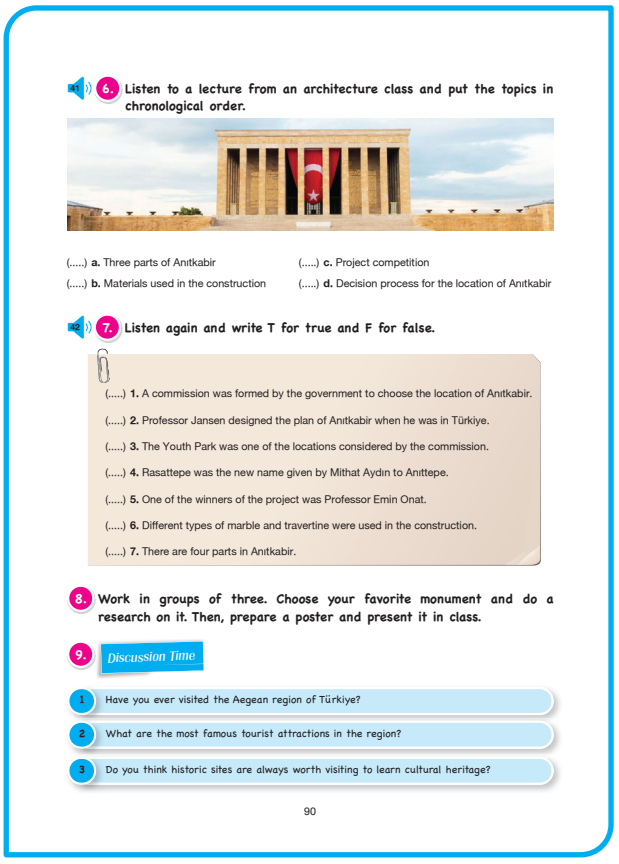
**6. Listen to a lecture from an architecture class and put the topics in chronological order.**

**(F1, F2, L1)**

Before students listen, in order to activate their schemata, ask them to look at the picture of Anıtkabir and ask them what they know about it. Then, make students read the statements so that they can become familiar with the content of the listening. After they listen, elicit answers from students individually.



6. Listen to a lecture from an architecture class and put the topics in chronological order.

(.....) a. Three parts of Anıtkabir
(.....) b. Materials used in the construction
(.....) c. Project competition
(.....) d. Decision process for the location of Anıtkabir

7. Listen again and write T for true and F for false.

(.....) 1. A commission was formed by the government to choose the location of Anıtkabir.
(.....) 2. Professor Jansen designed the plan of Anıtkabir when he was in Türkiye.
(.....) 3. The Youth Park was one of the locations considered by the commission.
(.....) 4. Rasattepe was the new name given by Mithat Aydın to Anıttepe.
(.....) 5. One of the winners of the project was Professor Emin Onat.
(.....) 6. Different types of marble and travertine were used in the construction.
(.....) 7. There are four parts in Anıtkabir.

8. Work in groups of three. Choose your favorite monument and do a research on it. Then, prepare a poster and present it in class.

9. Discussion Time

1 Have you ever visited the Aegean region of Türkiye?
2 What are the most famous tourist attractions in the region?
3 Do you think historic sites are always worth visiting to learn cultural heritage?

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**Tapescript 41**

**Teacher:** Hello, everyone. Last week, we talked about an important monument Taj Mahal in India. Today, we'll look at Anıtkabir. Anıtkabir was built for the founder of Turkish Republic, Mustafa Kemal Atatürk.

Alright. Let's start. When Atatürk passed away in 1938, the government formed a commission to choose the location of a mausoleum that suits Atatürk's supreme personality. As a result of the studies of the Anıtkabir Commission, it was decided that some of the following places would be suitable for Anıtkabir:

- The Ethnography Museum
- The Hill behind the Grand National Assembly Building
- Ankara Castle
- The Youth Park
- The Atatürk Forest Farm

However, some people were against the idea that Anıtkabir should be built in these locations, so engineer Mithat Aydın found Rasattepe, today's Anıttepe, where there were only a few buildings. He thought this hill was in the middle of the city and its surroundings were empty. Anıtkabir, if built here, could be seen from far away. As a result, after some arguments, the commission accepted this location for the construction of Anıtkabir.

After that, the committee, announced a project competition. The project prepared by Professor Emin Onat and Assistant Professor Orhan Arda won the competition.

Now, let me talk about the architectural features. First, let's look at the materials used: Travertines, marbles, and other materials. Many types of travertines were used in the building of the mausoleum. For example, white travertines were used on the inside walls of the towers. Black and red travertines were used on the main meeting area and the floors of the towers.

Marble was also an important material used in Anıtkabir. Cream-colored marble, red-colored marble, and black marble was used on the floor of the Hall of Honor. OK. You can find the detailed information about the materials in the booklets I distributed to you.

Well, now let's take a break and when we come back we'll look at three parts of Anıtkabir: 1. Road of Lions, 2. Ceremonial Plaza, 3. Mausoleum. But, first, let's have a break.

***Answer Key:*** ***1. d, 2. c, 3. b, 4. a***

**7. Listen again and write T for true and F for false.**

**(F1, F2, L1)**

Tell students that they will be listening to the extract again and before they do, ask them to read the statements and make their own predictions about the statements so that they can get involved in the listening actively. After they listen, elicit answers from the students individually.

**Tapescript 42**

It is the same as Tapescript 41.

***Answer Key:* 1. T, 2. F, 3. T, 4. F, 5. T, 6. T, 7. F**

**8. Work in groups of three. Choose your favorite monument and do a research on it. Then, prepare a poster and present it in class.**

**(F1, F2, S1)**

After the listening, students become familiar to the format of how to talk about a monument, which will help them with this activity that will allow them do a presentation on their favorite monuments. After students present their posters, you can ask the class to pick the best three posters and put them on the walls of your class.

***Answer Key:* Students' own answers**

**9. Discussion Time**

**(F1, F2)**

This exercise enables students to practice how to talk about tourist attractions as it will be similar to describing monuments. Using descriptive language will be a priority for students. You may ask students to discuss these questions in pairs or in groups.

10. Read the travel guide and match the pictures with the underlined places.

a. .....

b. .....

c. .....

d. .....

If you are interested in visiting historic sites, or seeing one of the Seven Wonders of the Ancient World or World Heritage sites, you are in the correct place: The Aegean Coast of beautiful Türkiye! There are a couple of alternatives of course, but this brochure will inform you about the history of Ephesus and Pamukkale. Don't miss the boat, come and see Türkiye this summer!

• Ephesus was founded in the 10th century BC. The city, in today's İzmir province, Türkiye, was an ancient Greek city of Ionia initially; however, it wasn't developed until 129 BC when the Romans took the control. Archeologists claim that it became the third largest city of the Roman Empire during its glorious times.

The city was famous for (1) the Temple of Artemis, one of the Seven Wonders of the Ancient World. In 268 AD, the Temple was demolished or ruined during an invasion. It may have been rebuilt or repaired but this is not easy to say because later history is not clear. Emperor Constantine the Great rebuilt most of the city and constructed new public baths. However, what remained of the temple was destroyed in 401 AD. Then, the town was partly demolished by an earthquake in 614 AD.

What is more significant about Ephesus is that it was one of the seven churches of Asia that are cited in the Book of Revelation. It is also the site of a large (2) antique theatre. The ruins of Ephesus are a favorite international and local tourist attraction. Finally, in 2015, the city was chosen as a World Heritage Site by UNESCO.

• Pamukkale, also called Hierapolis, is one of the natural wonders of Türkiye which is sited in Denizli. The city contains (3) hot springs and travertines, terraces of carbonate minerals left by the water flow. It is located in the River Menderes valley, which has a mild climate for most of the year.

Hierapolis which was an ancient Greco-Roman and Byzantine city was founded on top of the white castle. The castle is about 2,700 meters long, 600 meters wide and 160 meters high.

Pamukkale hot springs and (4) travertines are one of the most popular destinations for tourists in Türkiye. Tourism has been the most important industry for the area. In the mid-20th century, hotels were constructed over the ruins of Hierapolis and a road was built over the terraces. However, fortunately, when the area was recognized as a World Heritage Site in 1988, the hotels were destroyed, the road was replaced with artificial pools and wearing shoes in the water was also prohibited to keep the travertines natural.

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**10. Read the travel guide and match the pictures with the underlined places.**

**(F1, F2, R1)**

Tell students to look at the pictures of the reading text and ask them whether they know these places or not. After you elicit some answers from students, ask them to read the travel guide and match the pictures with the underlined places. Then, elicit answers from the students.

***Answer Key:***

***a. the Temple of Artemis***

***b. travertines***

***c. hot springs***

***d. antique theater***

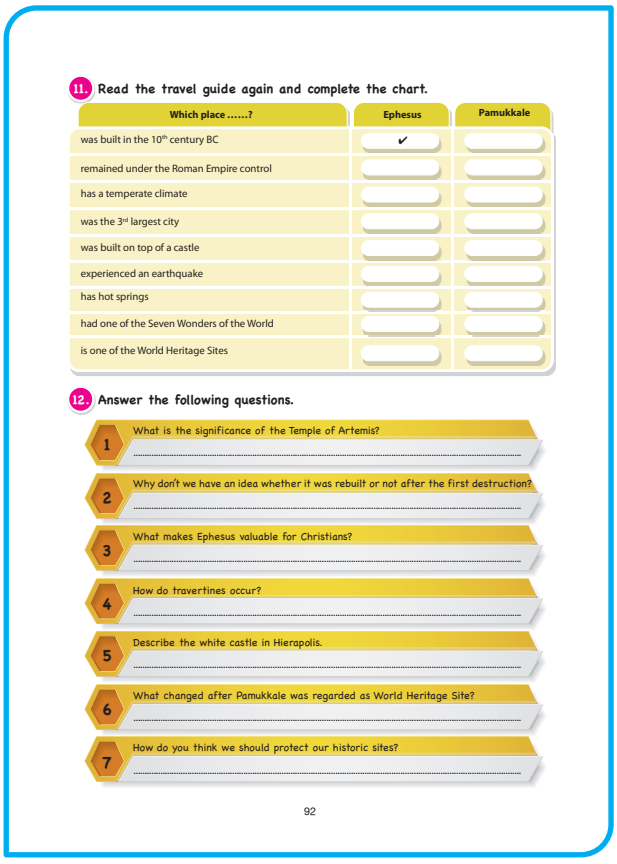
## 11. Read the travel guide again and complete the chart.

**(F2, R1)**

Tell students that they will read the text again; this time to identify specific information by filling in a chart. You can ask students to work in pairs and then, exchange their answers with other pairs while checking the answers.

***Answer Key:***

| | |
|---|---|
| remained under the Roman Empire control | Ephesus |
| has a temperate climate | Pamukkale |
| was the 3rd largest city | Ephesus |
| was built on top of a castle | Pamukkale |
| experienced an earthquake | Ephesus |
| has pools for people to bathe in | Pamukkale |
| had one of the Seven Wonders of the World | Ephesus |
| is one of the World Heritage Sites | Pamukkale, Ephesus |


11. Read the travel guide again and complete the chart.

| Which place .....? | Ephesus | Pamukkale |
|---|---|---|
| was built in the 10th century BC | ✔ | |
| remained under the Roman Empire control | | |
| has a temperate climate | | |
| was the 3rd largest city | | |
| was built on top of a castle | | |
| experienced an earthquake | | |
| has hot springs | | |
| had one of the Seven Wonders of the World | | |
| is one of the World Heritage Sites | | |

12. Answer the following questions.

1. What is the significance of the Temple of Artemis?
2. Why don't we have an idea whether it was rebuilt or not after the first destruction?
3. What makes Ephesus valuable for Christians?
4. How do travertines occur?
5. Describe the white castle in Hierapolis.
6. What changed after Pamukkale was regarded as World Heritage Site?
7. How do you think we should protect our historic sites?

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## 12. Answer the following questions.

**(R1)**

Before they answer the comprehension questions about the text, ask students to read the questions first so that they can identify the information which is asked in the questions. Tell them to answer the questions individually and then, do a peer check while you give them the answers.

***Answer Key:***

***1. It was one of the seven wonders of the ancient world.***

***2. Because later history is not clear.***

***3. It was one of the seven churches of Asia that are cited in the Book of Revelation.***

***4. They are terraces of carbonate minerals left by the flowing water.***

***5. It is in total about 2,700 meters long, 600 meters wide and 160 meters high. It can be seen from the hills on the opposite side of the valley in the town of Denizli.***

***6. The hotels were demolished, the road was removed and replaced with artificial pools and wearing shoes in the water was also prohibited to keep the travertines natural.***

***7. Students' own answers***

**NOTES**

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## IDIOM / PROVERB OF THE WEEK

Remind students that each theme includes idioms and / or proverbs that have figurative meanings. Ask them to guess the meaning of the idiom / proverb by looking at the alternatives provided.

***Answer Key:*** ***a***

## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 149 and do exercise 2.

**13. Work in pairs. Choose another touristic attraction from Türkiye. Write a blog entry, describe the place in details and recommend it to the visitors.**

**(F2, W1)**

This exercise aims to synthesize what they have gathered so far by producing language in a communicative context, allowing students to experience language first hand. Tell students that they will now write a blog entry, introducing a different touristic attraction in Türkiye and recommending it to visitors.

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's letter of complaint to give them feedback by using the mini-rubric given in theme 1 page 19.

**NOTES**

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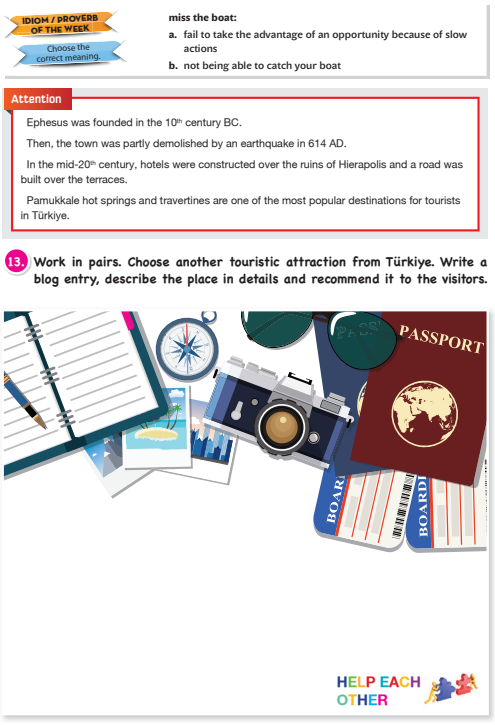


**NOTES**

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### E-Portfolio

**Prepare a travel guide brochure for Türkiye and share it on your blog.**

**(F1, F2, W1)**

Tell students that this time, they will be preparing a travel guide for Türkiye. After they share it on their blogs, ask students to vote for the best three travel guides and put them on the walls in the class.

### HELP EACH OTHER

Tell your students to work in pairs and read their friend's letter of complaint to give them feedback by using the mini-rubric given in theme 1 page 19.

**14. Work in pairs. One of you is a foreigner and asks about which historic sites to see in Türkiye. The other one gives detailed information about the places.**

**(F1, F2, F3, S2)**

Tell students to prepare a dialogue about historical sites to see in Türkiye. Have them make recommendations and give detailed information about the places.

***Answer Key:* Students' own answers**

**15. Listen to a tourist talk to an agent at a tourist information desk in İstanbul and tick (✔) the names of the places you hear.**

**(F1, F2, F3, L1)**

You might start the exercise by asking students whether they have ever spoken to an agent in a tourist information desk. If they haven't, explain students what an agent does such as helping tourists to visit places and how to get there. Then, tell the students to tick the names of the places they hear.

**Tapescript 43**

**Tourist Information Center Agent:** Hello, and welcome to İstanbul. How may I help you?

**Tourist:** Thank you. What are the must see attractions in İstanbul?

**Tourist Information Center Agent:** Let me tell you that you should see Topkapı Palace. It is definitely a must see attraction.

**Tourist:** Yes, I heard about that. Can you give me a little more information on it, please?

**Tourist Information Center Agent:** Sure. It's open every day except Tuesday from 9.00 a.m. to 16.45 p.m. And, the museum ticket is 40 Turkish liras.

**Tourist:** OK. And, how can I get there?

**Tourist Information Center Agent:** Well, you can take the subway from outside the airport and get off at Aksaray stop. From there, you can take the tram to Sultanahmet and when you get off there, you can just walk to the Topkapı Palace.

**Tourist:** Alright. And, I read that Topkapı Palace was the administrative, educational and art center of the Empire for nearly four hundred years.

**Tourist Information Center Agent:** That is so true. And after that, don't miss seeing Süleymaniye Mosque. Süleymaniye Mosque was designed by Sinan, The Great Architect. It is breathtaking.

**Tourist:** Thank you. I will visit other mosques, as well. I'll stay here for 10 days, and then, go to Ankara.

**Tourist Information Center Agent:** That's great. You can visit many places there, too. For example, Anıtkabir is located in Ankara.

**Tourist:** And, I heard that several castles were built by the Romans in Anatolia.

**Tourist Information Center Agent:** Well, I'm not sure about that. There are some booklets over there about Anatolia region. Maybe, they can guide you about that.

**Tourist:** Great. Any other suggestions before I leave?

**Tourist Information Center Agent:** What about visiting Gelibolu? Gelibolu or Gallipoli is worth seeing. If you are interested in seeing Çanakkale also, you can go there and visit martyrdom. Maybe, you should try that afterwards.

**Tourist:** Alright. I'll check that out. If I have time left, maybe, I will. Thank you and goodbye.

***Answer Key:*** ***Süleymaniye Mosque, Topkapı Palace, Anıtkabir, Gelibolu***

## 16. Listen again and circle the correct alternative for the following statements.

**(F3, L1)**

Before they listen to the dialogue again, ask students to read the statements. After they listen, check the answers.

**Tapescript 44**

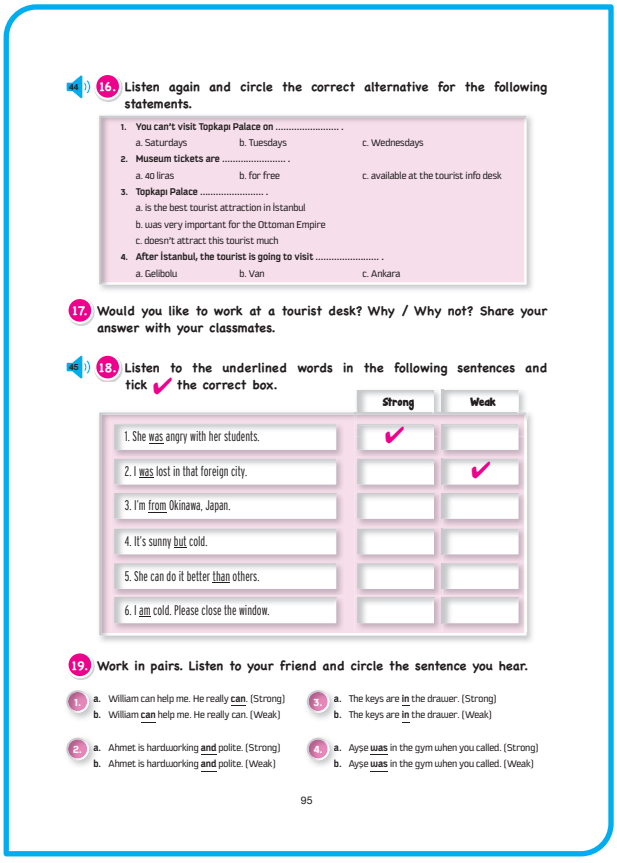
It is the same as Tapescript 43.

***Answer Key:*** ***1. b, 2. a, 3. b, 4. c***

## 17. Would you like to work at a tourist desk? Why / Why not? Share your answer with your classmates.

This exercise allows students to reflect on a real life situation while empathizing with the speakers in the previous listening extract. Ask students to think about this question for 3 minutes. Then, elicit answers from the students.

***Answer Key:*** ***Students' own answers***



16. Listen again and circle the correct alternative for the following statements.

1. You can't visit Topkapı Palace on ..... .
   a. Saturdays b. Tuesdays c. Wednesdays
2. Museum tickets are ..... .
   a. 40 liras b. for free c. available at the tourist info desk
3. Topkapı Palace ..... .
   a. is the best tourist attraction in İstanbul
   b. was very important for the Ottoman Empire
   c. doesn't attract this tourist much
4. After İstanbul, the tourist is going to visit ..... .
   a. Gelibolu b. Van c. Ankara

17. Would you like to work at a tourist desk? Why / Why not? Share your answer with your classmates.

18. Listen to the underlined words in the following sentences and tick ✔ the correct box.

| | Strong | Weak |
|---|---|---|
| 1. She was angry with her students. | ✔ | |
| 2. I was lost in that foreign city. | | ✔ |
| 3. I'm from Okinawa, Japan. | | |
| 4. It's sunny but cold. | | |
| 5. She can do it better than others. | | |
| 6. I am cold. Please close the window. | | |

19. Work in pairs. Listen to your friend and circle the sentence you hear.

1. a. William can help me. He really can. (Strong)
   b. William can help me. He really can. (Weak)
2. a. Ahmet is hardworking and polite. (Strong)
   b. Ahmet is hardworking and polite. (Weak)
3. a. The keys are in the drawer. (Strong)
   b. The keys are in the drawer. (Weak)
4. a. Ayşe was in the gym when you called. (Strong)
   b. Ayşe was in the gym when you called. (Weak)

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## 18. Listen to the underlined words in the following sentences and tick (✔) the correct box.

**(P1)**

Before you start the exercise, remind students that they have become familiar with the phonetic transcription of words previous year and summarize the idea that phonetic transcriptions help us to accurately pronounce unfamiliar words. After that write on the board the phonetic transcription of the word "was" as /wəz/ and put "was" underneath the transcription. Then, ask students to read the word "was" aloud. Tell them when some words are pronounced by themselves or when we want to emphasize them, they are called strong forms. After that, write /wəz/ on the board and ask students to guess which word is represented by this transcription. Once you elicit answers, write the sentence "I was home yesterday." on the board underneath the transcription /wəz/. Tell students to read the sentence aloud. Then, you read the sentence to show that this time "was" is pronounced differently, which is the weak form as it is within a sentence and not stressed. Tell students

that now they will practice differentiating strong and weak forms of different words along with the word “was”. At this stage, you don’t have to go into detail regarding the rules about strong and weak pronunciation of words. However, you can give them a general outline stating that auxiliary verbs, prepositions, modal verbs, etc. have both strong and weak forms. After that, make them listen to the tapescript twice. Then, ask them to exchange their answers with their partners as you give them the answers.

**Tapescript 45**

1. She was angry with her students.
2. I was lost in that foreign city.
3. I’m from Okinawa, Japan.
4. It’s sunny but cold.
5. She can do it better than others.
6. I am cold. Please close the window.

***Answer Key:***

***1. strong***

***2. weak***

***3. weak***

***4. strong***

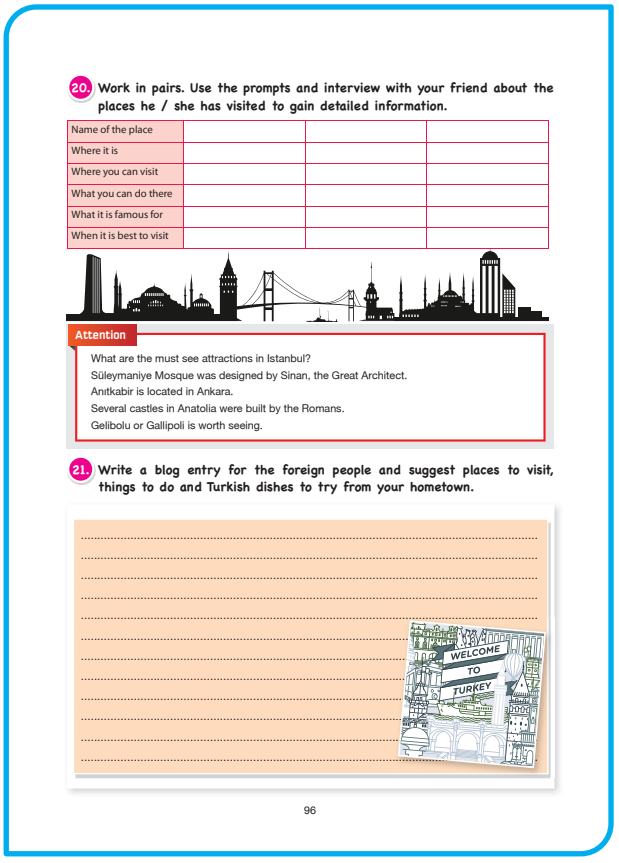
***5. weak***

***6. strong***

**19. Work in pairs. Listen to your friend and circle the sentence you hear.**

**(P1)**

Tell your students that this time, they will practice strong and weak forms as pairs, taking turns to read aloud the sentences and paying attention to the bold words. Monitor students as they do the activity. Once they are finished, elicit answers from students individually and finally, read aloud the sentences yourself to see if they will change the way they pronounce the words or not.



20 Work in pairs. Use the prompts and interview with your friend about the places he / she has visited to gain detailed information.

| | | | |
|---|---|---|---|
| Name of the place | | | |
| Where it is | | | |
| Where you can visit | | | |
| What you can do there | | | |
| What it is famous for | | | |
| When it is best to visit | | | |

Attention

What are the must see attractions in Istanbul?
Süleymaniye Mosque was designed by Sinan, the Great Architect.
Anıtkabir is located in Ankara.
Several castles in Anatolia were built by the Romans.
Gelibolu or Gallipoli is worth seeing.

21 Write a blog entry for the foreign people and suggest places to visit, things to do and Turkish dishes to try from your hometown.



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**20. Work in pairs. Use the prompts and interview with your friend about the places he / she has visited to gain detailed information.**

Tell students to work in pairs and make an interview with each other to gather information about the places they have visited before. Advise them to try to ask for more details and learn about the places in details. This exercise allows students to integrate what they have learnt in a meaningful context, enabling them to use their communicative and productive skills.

***Suggested Answers:***

***Name of the place: Kaş***
***Where it is: Antalya***
***Where you can visit: Beaches***
***What you can do there: Swim, scuba dive***
***What it is famous for: Sea***
***When it is best to visit: Summer***

**ATTENTION**

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 149 and do exercise 1.

### 21. Write a blog entry for the foreign people and suggest places to visit, things to do and Turkish dishes to try from your hometown.

**(F1, F2, W1)**

Tell students that they will be writing a blog entry for the foreign people suggesting where to visit, what to do, and which Turkish dishes to try in Türkiye. Ask them to do a brainstorming session with their classmates first so that they can get different ideas before they start writing the entry.

### 22. Discussion Time

**(F1, F2, R1)**

With this activity, students are allowed to express their opinions about the topic they are about to read. By reflecting on these questions, students are actively engaged in the topic, communicating their opinions and feelings to other parties, thus, getting ready for the reading activity.

***Answer Key:*** ***Students' own answers***

### 23. Read the text and insert the sentences.

**(F1, F3, R1)**

This exercise allows students to have a general idea about the text by scanning the text and inserting sentences in the appropriate places. By doing so, students grasp the notion of the organization of a text and the flow of ideas. You may ask them to work in groups or individually.

***Answer Key:*** ***1. c, 2. a, 3. d, 4. b***

**NOTES**

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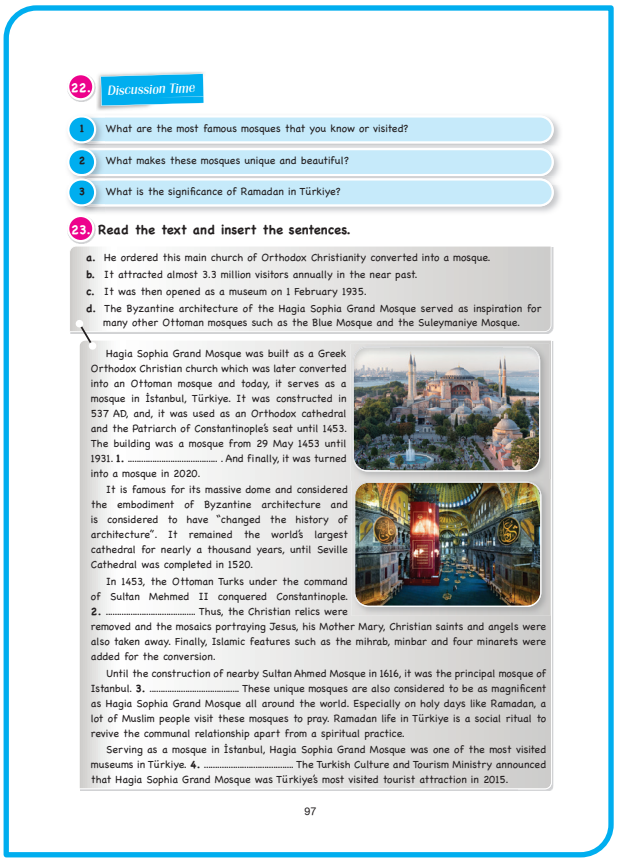

22 Discussion Time

1 What are the most famous mosques that you know or visited?

2 What makes these mosques unique and beautiful?

3 What is the significance of Ramadan in Türkiye?

23 Read the text and insert the sentences.

a. He ordered this main church of Orthodox Christianity converted into a mosque.
b. It attracted almost 3.3 million visitors annually in the near past.
c. It was then opened as a museum on 1 February 1935.
d. The Byzantine architecture of the Hagia Sophia Grand Mosque served as inspiration for many other Ottoman mosques such as the Blue Mosque and the Suleymaniye Mosque.

Hagia Sophia Grand Mosque was built as a Greek Orthodox Christian church which was later converted into an Ottoman mosque and today, it serves as a mosque in İstanbul, Türkiye. It was constructed in 537 AD, and, it was used as an Orthodox cathedral and the Patriarch of Constantinople's seat until 1453. The building was a mosque from 29 May 1453 until 1931. 1. ..... . And finally, it was turned into a mosque in 2020.

It is famous for its massive dome and considered the embodiment of Byzantine architecture and is considered to have "changed the history of architecture". It remained the world's largest cathedral for nearly a thousand years, until Seville Cathedral was completed in 1520.

In 1453, the Ottoman Turks under the command of Sultan Mehmed II conquered Constantinople. 2. ..... Thus, the Christian relics were removed and the mosaics portraying Jesus, his Mother Mary, Christian saints and angels were also taken away. Finally, Islamic features such as the mihrab, minbar and four minarets were added for the conversion.

Until the construction of nearby Sultan Ahmed Mosque in 1616, it was the principal mosque of Istanbul. 3. ..... These unique mosques are also considered to be as magnificent as Hagia Sophia Grand Mosque all around the world. Especially on holy days like Ramadan, a lot of Muslim people visit these mosques to pray. Ramadan life in Türkiye is a social ritual to revive the communal relationship apart from a spiritual practice.

Serving as a mosque in İstanbul, Hagia Sophia Grand Mosque was one of the most visited museums in Türkiye. 4. ..... The Turkish Culture and Tourism Ministry announced that Hagia Sophia Grand Mosque was Türkiye's most visited tourist attraction in 2015.

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**NOTES**

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**24. Read the text again and complete the summary with ONE word from the text.**

**(F1, F3, R1)**

This exercise allows students to develop their summarizing sub-skill by filling in the summary with suitable words. Ask students to do it individually and then, exchange their books in order to peer-check their answers.

***Answer Key:***

| | |
|---|---|
| ***1. church*** | ***2. museum*** |
| ***3. dome*** | ***4. architecture*** |
| ***5. 1453*** | ***6. converted*** |
| ***7. removed*** | ***8. principal*** |

**25. Circle the correct answer.**

**(F1, F3, R1)**

Ask students to read the text again and answer the following questions. When they are finished, tell them to exchange their answers to do peer check as you give them the answers.

***Answer Key:*** ***1. c, 2. b, 3. a, 4. c, 5. a***

**26. Work in groups of three. Match the pictures of the historic sites from Türkiye with their names. Then, share what you know about these places using the prompts.**

**(F1, F2, F3, S1)**

Working in groups of three, students are asked to match the pictures of historic sites from Türkiye with their names. By doing so, they are given the opportunity to practice speaking about historic places and share their opinions. Once they are finished, elicit answers from each group. After that, move on to the second part of the activity, which is to talk about these places by using prompts.

***Answer Key:***

| | |
|---|---|
| ***Picture 1: b*** | ***Picture 2: d*** |
| ***Picture 3: c*** | ***Picture 4: f*** |
| ***Picture 5: a*** | ***Picture 6: e*** |

24. Read the text again and complete the summary with ONE word from the text.

Hagia Sophia Grand Mosque was initially a ....., then, it was converted into a mosque. After thousands of years, it was reopened as a ..... in 1935 before it was turned into a mosque again in 2020. In addition to be the epitome of Byzantine architecture, its ..... made it very famous and people say that it altered the history of ..... . For a long time, it was the largest cathedral. In ....., Constantinople was conquered. Sultan Mehmed II ordered this church ..... into a mosque. Christian elements were all ..... and Islamic features were integrated. Before Sultan Ahmed Mosque, it was the ..... mosque of Istanbul. Now, it is a mosque again. In 2015, it was the most visited touristic attraction of Türkiye.

25. Circle the correct answer.

1. Hagia Sophia Grand Mosque has NOT served as a ..... .
   a. mosque b. church c. library
2. What is the significance of Hagia Sophia Grand Mosque in terms of architecture?
   a. It shows the elements of Greek architecture.
   b. It is believed to alter the history of architecture.
   c. It represents both Byzantine and Ottoman architecture.
3. Seville Cathedral is ..... than Hagia Sophia Grand Mosque.
   a. larger b. smaller c. older
4. When Hagia Sophia Grand Mosque was converted into a mosque, ..... .
   a. new Islamic mosaics were completed
   b. Christian features were kept
   c. Islamic characteristics were added
5. Blue Mosque and Suleymaniye Mosque are also very important mosques in that they ..... .
   a. are visited by many Muslims in Ramadan to pray
   b. are more popular than Hagia Sophia Grand Mosque to attract more tourists
   c. have been the principal mosques of Istanbul since 1616

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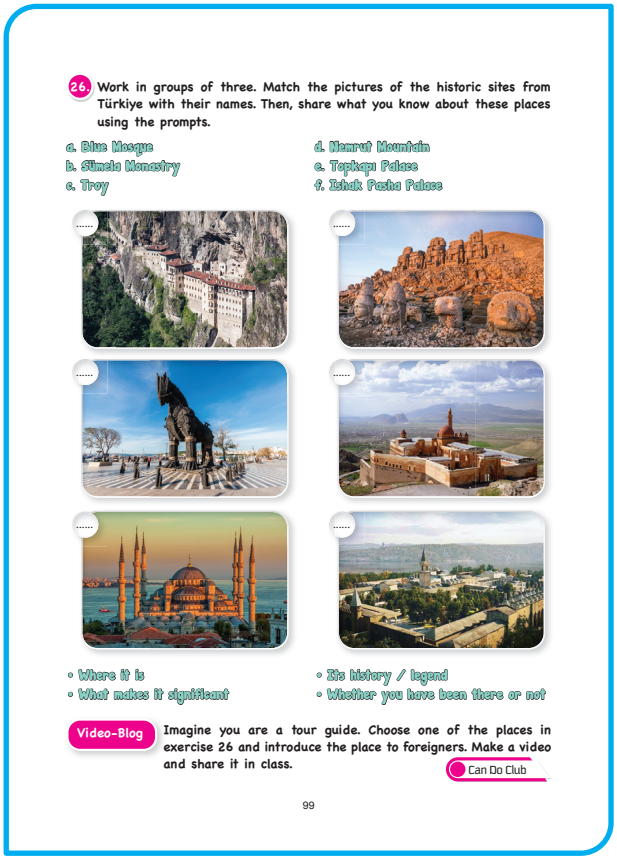

26. Work in groups of three. Match the pictures of the historic sites from Türkiye with their names. Then, share what you know about these places using the prompts.

a. Blue Mosque
b. Sümela Monastry
c. Troy
d. Nemrut Mountain
e. Topkapı Palace
f. Ishak Pasha Palace

- Where it is
- What makes it significant
- Its history / legend
- Whether you have been there or not

Video-Blog Imagine you are a tour guide. Choose one of the places in exercise 26 and introduce the place to foreigners. Make a video and share it in class.

Can Do Club

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## Video-Blog

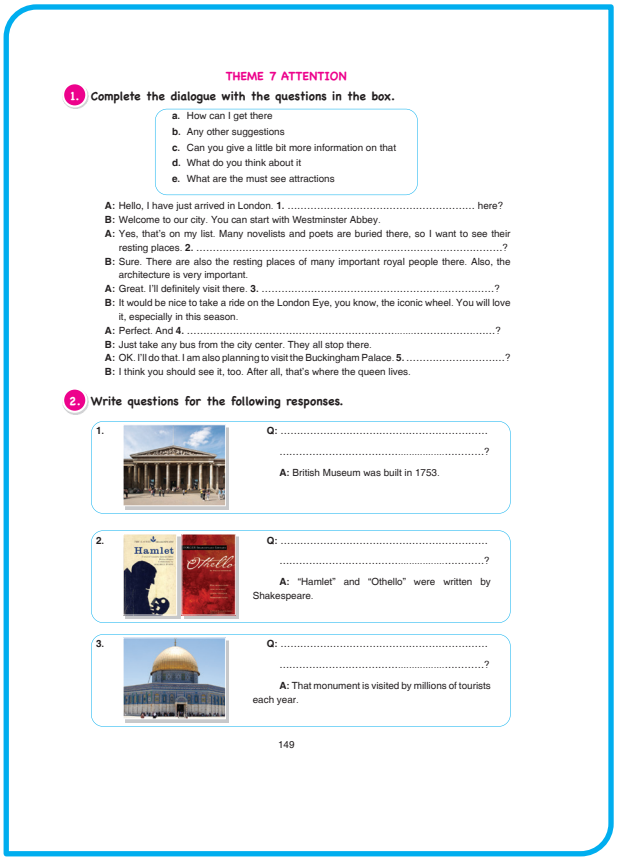
**Imagine you are a tour guide. Choose one of the places in exercise 26 and introduce the place to foreigners. Make a video and share it in class.**

**(F1, F2, F3, S1)**

Work in pairs. Imagine one of you is a tour guide and the other is a tourist. Choose one of the places in exercise 26 and introduce the place to foreigners. Make a video and share it in class. If students don't have access to the technologies required to make a video, tell them to make a presentation in class.

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 141 and fill in the table.



THEME 7 ATTENTION

**1.** Complete the dialogue with the questions in the box.

a. How can I get there
b. Any other suggestions
c. Can you give a little bit more information on that
d. What do you think about it
e. What are the must see attractions

**A:** Hello, I have just arrived in London. **1.** ..... here?
**B:** Welcome to our city. You can start with Westminster Abbey.
**A:** Yes, that's on my list. Many novelists and poets are buried there, so I want to see their resting places. **2.** .....?
**B:** Sure. There are also the resting places of many important royal people there. Also, the architecture is very important.
**A:** Great. I'll definitely visit there. **3.** .....?
**B:** It would be nice to take a ride on the London Eye, you know, the iconic wheel. You will love it, especially in this season.
**A:** Perfect. And **4.** .....?
**B:** Just take any bus from the city center. They all stop there.
**A:** OK. I'll do that. I am also planning to visit the Buckingham Palace. **5.** .....?
**B:** I think you should see it, too. After all, that's where the queen lives.

**2.** Write questions for the following responses.

1. Q: .....
.....?
A: British Museum was built in 1753.

2. Q: .....
.....?
A: "Hamlet" and "Othello" were written by Shakespeare.

3. Q: .....
.....?
A: That monument is visited by millions of tourists each year.

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## THEME 7 ATTENTION ANSWER KEY

**1. Complete the dialogue with the questions in the box.**

1. e
2. c
3. b
4. a
5. d

**2. Write questions for the following responses.**

1. Q: When was British Museum built?
2. Q: Who were "Hamlet" and "Othello" written by?
3. Q: How many tourists visit that monument each year?

## NOTES

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# THEME 7 WORKBOOK

**1.** Work in pairs. Look at the places on the map of Türkiye. Then, ask and answer the following questions.

1. Which of these places do you know? And which of them have you visited?

Students' own answers

2. Where would you like to visit? Why?

3. Choose one place you know. Then, tell your partner what this place is famous for.

*e.g.* **Student A:** Which of these places have you visited?
**Student B:** I have visited Mersin and Burdur. What about you?
**Student A:** I have visited Manisa and Çanakkale. And, where would you like to visit?
**Student B:** I would like to visit Diyarbakır.



**2.** Read the short text about Kayseri and answer the following questions.

Mixing Seljuk tombs, mosques and modern developments, Kayseri is both Türkiye's most Islamic city after Konya and one of the economic powerhouses nicknamed the 'Anatolian tigers'. Most travellers ignore the town on their way from the airport to Cappadocia's villages, only seeing the ugly industrial factories on Kayseri's outskirts. However, the city center of this Turkish boomtown is full of surprises. You can walk through the narrow bazaar streets and do pottery in the stores. Also, you can visit the Seljuk and Ottoman monuments – all under the protection of mighty Mount Erciyes.

1. What is Kayseri mostly famous for?
**It is famous for Seljuk tombs mosques and modern developments.**

2. Why do most people prefer not to visit Kayseri?
**They only see the ugly industrial factories on Kayseri's outskirts.**

3. Write two things that you can do in Kayseri.
**Walk through the narrow bazaar streets and do pottery.**

4. Would you like to visit Kayseri? Why / Why not? Discuss with your friends.
**Students' own answers**



**3.** Read the dialogue and complete the blanks with expressions from the box.

a. Can you tell me more about it
b. Any other suggestions
c. Can you give me a little more information on the village
d. It's only 200 meters away

Tourist Guide : So, this is Konya. One of the largest cities in Türkiye.
Barry (Tourist) : And what are the must see attractions here?
Tourist Guide : There are many. But first, Mevlana Museum. The tomb of the famous mystic Rumi is there.
Barry (Tourist) : _a_, please?
Tourist Guide : Of course, I'd be glad to. This museum displays old manuscripts, hand written copies of the Koran, and some of Rumi's belongings.
Barry (Tourist) : That's great. How do we get there?
Tourist Guide : _d_. In fact, we can walk there. I will also suggest you take a walk around the neighborhood, especially, if you like to take photographs.
Barry (Tourist) : That would be great. _b_?
Tourist Guide : Certainly. After we visit the museum and the neighborhood, I will take you to Sille, nearly a 7000-year-old village.
Barry (Tourist) : That sounds amazing. _c_?
Tourist Guide : Of course. It is on the historic Kings Road, Silky Road, and Pilgrims Road to Jerusalem. OK. Shall we start?
Barry (Tourist) : That's a great idea.

**4.** Work in pairs. Find five ways to bring more tourists to Türkiye. Then, share your answers with your classmates.

Students' own answers

**5.** Unscramble the following words and write their correct spelling.

| | |
|---|---|
| NOMNUEMT | MONUMENT |
| USTM-EES | MUST-SEE |
| TERAL | ALTER |
| ISMS THE OABT | MISS THE BOAT |
| SULCOTN | CONSULT |
| TEMRAPETE | TEMPERATE |
| ATARTIONTC | ATTRACTION |

**6.** Work in pairs. One of you chooses a tourist attraction in Türkiye and the other tries to guess which place it is by asking questions as given in the example. You can only ask five questions. Take turns asking the questions and guessing.

*e.g.* *Where is it located?*
*Is it a big city or a small town?*

Students' own answers

**7.** Read the quotes. Choose the sentence that best explains the quote. Then, with your partner, discuss if you agree or not.

*Travel makes one modest. You see what a tiny place you occupy in the world.*
*Gustave Flaubert*

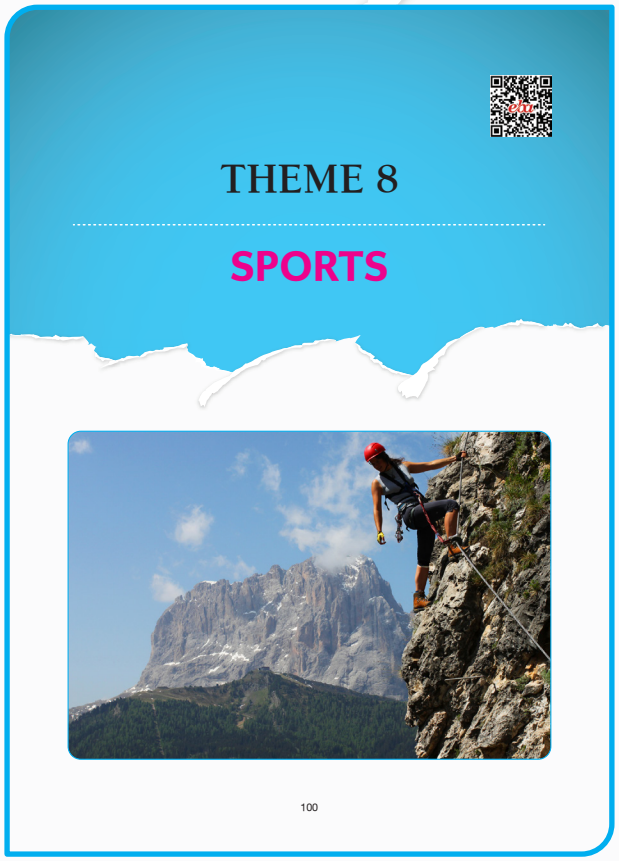
a. Travelling makes people want to occupy a bigger place in the world.
b. When people travel, they understand they are not as important as they think.

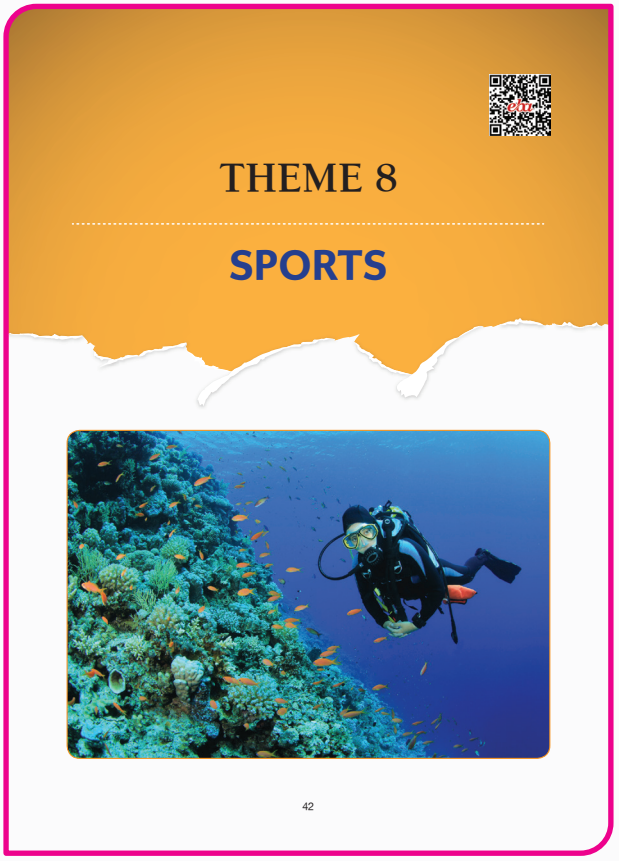
*Walking is a virtue, tourism is a deadly sin.*
*Bruce Chatwin*

a. Tourism is harmful for a country, but walking is a good activity.
b. If you walk as a tourist, it is beneficial for a country.

# THEME 8

# SPORTS



**FUNCTIONS (F)**

**F1** Reporting news

**F2** Making interview

**F3** Talking about sports

**SKILLS**

**Listening (L)**

**L1** Students will be able to identify the lexis and jargon about extreme sports in a recorded text.

**Pronunciation (P)**

**P1** Students will be able to practice rising and falling intonation in questions.

**e.g.** Would you like another coffee? (Rising and falling intonation)

**Speaking (S)**

**S1** Students will be able to exchange opinions about outdoor/ extreme sports.

**S2** Students will be able to ask questions to make an interview with a sportsperson.

**Reading (R)**

**R1** Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.

**Writing (W)**

**W1** Students will be able to write a report about the interview they have made.

**Warm Up**

Ask students what they know about extreme sports. After eliciting the answers, show some videos from national geographic videos:

*https://video.nationalgeographic.com/search?q=extreme+sports*

**NOTES**

**1. Match the pictures with the names of the extreme sports.**

Ask students if they are interested in any extreme sports. After eliciting some answers from them, tell them to look at the pictures and match the pictures with the names. Once they are finished, elicit answers from them individually.

***Answer Key:*** ***1. e, 2. a, 3. f, 4. b, 5. d, 6. c***

**2. Which extreme sports would you like to try? Why? Discuss with your partner.**

**(F3, S1)**

After exercise 1, ask students if they would like to try any of the sports in the pictures. After the discussion, get their responses, ask them if they know any other extreme sport that they will like to try.

***Answer Key:*** ***Students' own answers***

1. Match the pictures with the names of the extreme sports.

1. 2. 3. 4. 5. 6.

(....) a. ice climbing (....) b. snowboarding (....) c. windsurfing

(....) d. skydiving (....) e. rafting (....) f. mountain biking

2. Which extreme sports would you like to try? Why? Discuss with your partner.



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**NOTES**

**3. Work in pairs. One of you is an extreme sportsperson and the other is an interviewer. Make an interview.**

**(F2, F3, S1, S2)**

Ask students to work in pairs to make an interview. Tell them to read the questions and ask and answer them respectively. Once they are finished, ask them to share their answers with the rest of the class.

***Answer Key:*** ***Students' own answers***

**4. Discussion Time**

**(F3, S1)**

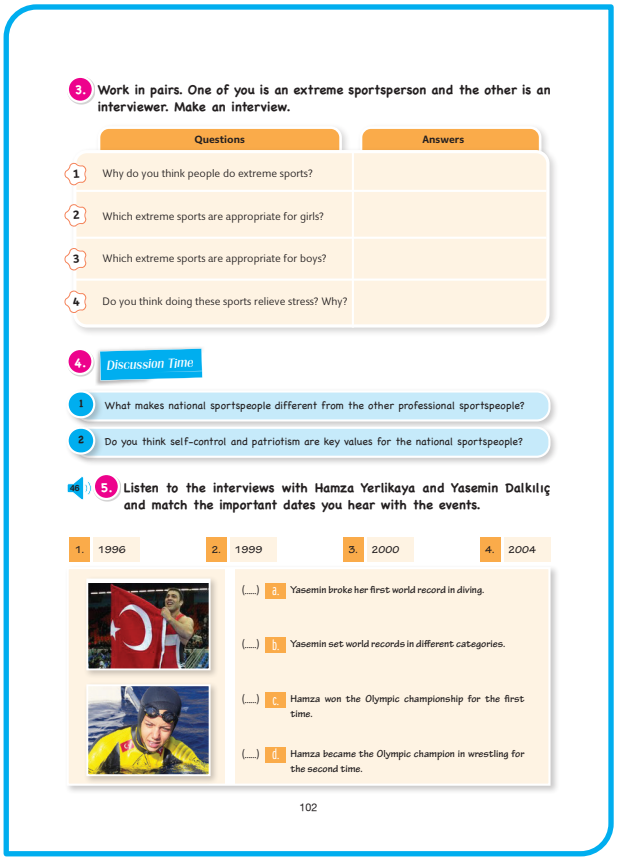
Tell students to read the discussion questions and think about them for 3 minutes. Then, ask them to share their answers with the rest of the class.

***Answer Key:*** ***Students' own answers***

**5. Listen to the interviews with Hamza Yerlikaya and Yasemin Dalkılıç and match the important dates you hear with the events.**

**(F1, F2, F3, L1)**

Before listening, ask students if they know about these two professional sportspeople. Then, ask students to read the dates and events and make their own predictions. Once they listen to the interviews, elicit answers from them individually. After that, ask them how many of the answers they guessed correctly. Make the rest of the class give an applause to the student who guessed the most correct answers.


3. Work in pairs. One of you is an extreme sportsperson and the other is an interviewer. Make an interview.

| | Questions | Answers |
|---|---|---|
| 1 | Why do you think people do extreme sports? | |
| 2 | Which extreme sports are appropriate for girls? | |
| 3 | Which extreme sports are appropriate for boys? | |
| 4 | Do you think doing these sports relieve stress? Why? | |

4. Discussion Time

1. What makes national sportspeople different from the other professional sportspeople?
2. Do you think self-control and patriotism are key values for the national sportspeople?

5. Listen to the interviews with Hamza Yerlikaya and Yasemin Dalkılıç and match the important dates you hear with the events.

1. 1996 2. 1999 3. 2000 4. 2004

(.....) a. Yasemin broke her first world record in diving.

(.....) b. Yasemin set world records in different categories.

(.....) c. Hamza won the Olympic championship for the first time.

(.....) d. Hamza became the Olympic champion in wrestling for the second time.

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**Tapescript 46**

**Mehmet:** Hello all, this is your radio host, Mehmet. You are with us again on Sports Radio 65.5. Today, we have two special guests; Hamza Yerlikaya and Yasemin Dalkılıç. We are proud to host these two successful Turkish sportspeople. Thank you so much to accept our invitation. OK, let's start with Hamza Yerlikaya. Hello, Hamza. How are you?

**Hamza:** Hello, thank you so much, it is nice to be here.

**Mehmet:** It's a pleasure. We all know FILA has announced that Hamza Yerlikaya is the wrestler of the century. How do you feel about this announcement?

**Hamza:** Oh, as you can imagine, I feel so honored to be announced like this. I practiced very hard.

**Mehmet:** Yes, I am sure about it. Hamza, could you please talk about yourself a bit as young people should know about your story so that they can take you as a role model?

**Hamza:** OK, I was born in Sivas in 1976. My father was a wrestler as well so it was a family tradition for us to start wrestling at early ages. When I was 10 years old, I started wrestling in İstanbul Demirspor club. Since my childhood years, I have always woken up early, practiced everyday with patience and tried to beat my own records. I believe that self-control is the key point for a sportsperson.

**Mehmet:** Yes, we can see that your hard work brought many medals and thus fame to you.

**Hamza:** In fact, I have been the European, world and Olympics champion in wrestling but

I have never thought about myself. In 1996 and 2000, I became the Olympic champion twice and the only thing on my mind was my country and raising our flag while listening to our national anthem.

**Mehmet:** I should appreciate your humble attitude Hamza, thank you so much for everything you have achieved for our country as a patriot sportsman. We will continue with your medals in details in the second part. I would like to welcome Yasemin, too. How are you Yasemin?

**Yasemin:** Thank you, Mehmet. I'm fine and it's good to meet with your audience again.

**Mehmet:** Oh, I'm sure they feel the same. Yasemin, you are an example for the girls who would like to try different kinds of sports in Türkiye.

**Yasemin:** I have been trying hard to prove that. I think all the women can achieve their goals. If they have self-confidence and self-control as Hamza said, every difficulty can be sorted out.

**Mehmet:** Yasemin, would you like to mention your life story?

**Yasemin:** Yes, I was born in Ankara in 1979. At the age of 3, I was into diving and since I was 14 years-old, I have been diving professionally. I achieved my first world record in 1999 in 68-meter equipment assisted constant ballast category, then in 2000, I set three more world records in free diving. Those were fascinating as the dives were shown on TV channels around the world live. In 2001 and 2004, I broke some more world records in different categories and after 7 world records, I retired from diving.

**Mehmet:** How marvelous, Yasemin. You made our country's name known in diving all through those years. You have always been well-known with your modest and kind personality. And I know that since retirement, you have been working voluntarily to support cancer patients. Could you explain the reason?

**Yasemin:** Yes, of course, Mehmet. As you know, I myself is a cancer survivor so after my treatment, I became an activist to help raise awareness about this illness.

**Mehmet:** Thank you both just for the first part of this interview. You two contributed to our country a lot. Atatürk says that he likes sportsmen who are smart, agile and also well-behaved and you are two of the best examples of this. So, after a short break, we will continue with the second part. Don't miss the rest, guys.

***Answer Key:***

***1999 (2) Yasemin broke her first world record in diving.***

***2004 (4) Yasemin set world records in different categories.***

***1996 (1) Hamza won the Olympic championship for the first time.***

***2000 (3) Hamza became the Olympic champion in wrestling for the second time.***

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**6. Listen again and answer the following questions.**

**(L1)**

After they are finished with listening to the interviews for the first time, tell students to read the questions and make them listen to the extract for the second time. When they are finished, ask them to exchange their answers with their partners to check while you give them the answers.

**Tapescript 47**

It is the same as Tapescript 46.

***Answer Key:***

***1. That Hamza Yerlikaya is the wrestler of the century.***

***2. When he was 10 years old.***

***3. He has been the European, world and Olympics champion in wrestling.***

***4. He is a patriotic sportsman.***

***5. She thinks all the women can achieve their goals. If they have self-confidence and self-control every difficulty can be sorted out.***

***6. She set three more world records in free diving.***

***7. She has had 7 world records.***

***8. She has been working voluntarily to support cancer patients. She became an activist to help raise awareness about this illness.***

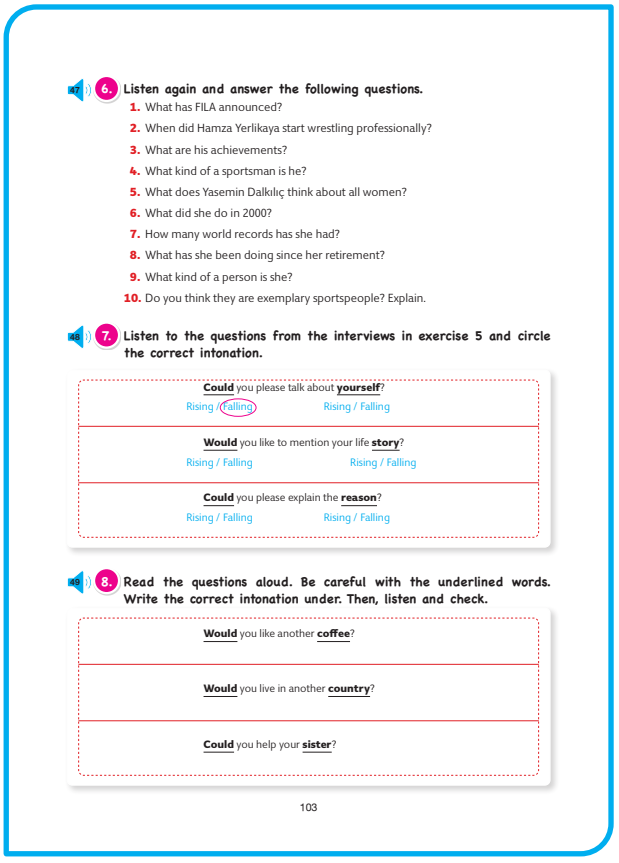
***9. Modest, kind, smart, agile, and well-behaved***

***10. Students' own answers.***

**7. Listen to the questions from the interviews in exercise 4 and circle the correct intonation.**

**(P1)**

Before doing this activity, remind students that in yes/ no questions the intonation in the question word falls whereas in the last word it rises. Demonstrate it by giving a few examples such as: "Would you change your job?", "Could you open the window?", etc. After that, tell students to listen to the questions and circle the correct intonation. Once they are done, elicit answers from students individually.



6. Listen again and answer the following questions.

1. What has FILA announced?
2. When did Hamza Yerlikaya start wrestling professionally?
3. What are his achievements?
4. What kind of a sportsman is he?
5. What does Yasemin Dalkılıç think about all women?
6. What did she do in 2000?
7. How many world records has she had?
8. What has she been doing since her retirement?
9. What kind of a person is she?
10. Do you think they are exemplary sportspeople? Explain.

7. Listen to the questions from the interviews in exercise 5 and circle the correct intonation.

**Could** you please talk about **yourself**?
Rising / Falling  Rising / Falling

**Would** you like to mention your life **story**?
Rising / Falling  Rising / Falling

**Could** you please explain the **reason**?
Rising / Falling  Rising / Falling

8. Read the questions aloud. Be careful with the underlined words. Write the correct intonation under. Then, listen and check.

**Would** you like another **coffee**?

**Would** you live in another **country**?

**Could** you help your **sister**?

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**Tapescript 48**

1. **Could** you please talk about **yourself**?
2. **Would** you like to mention your life **story**?
3. **Could** you please explain the **reason**?

***Answer Key:***

***Could you please talk about yourself?***

***Rising/Falling*** ***Rising/Falling***

***Would you like to mention your life story?***

***Rising/Falling*** ***Rising/Falling***

***Could you explain the reason?***

***Rising/Falling*** ***Rising/Falling***

**8. Read the questions aloud. Be careful with the underlined words. Write the correct intonation under. Then, listen and check.**

**(P1)**

Tell students to read the questions aloud practicing the correct intonation and write "rising" or "falling" under the underlined words. After they are finished, make them listen to the sentences and decide if they accurately identified the intonation. Finally, give the answers so that they can check their own responses.

**Tapescript 49**

1. Would you like another coffee?
2. Would you live in another country?
3. Could you help your sister?

***Answer Key:***

***Would you like another coffee?***
***Falling Rising***

***Would you live in another country?***
***Falling Rising***

***Could you help your sister?***
***Falling Rising***

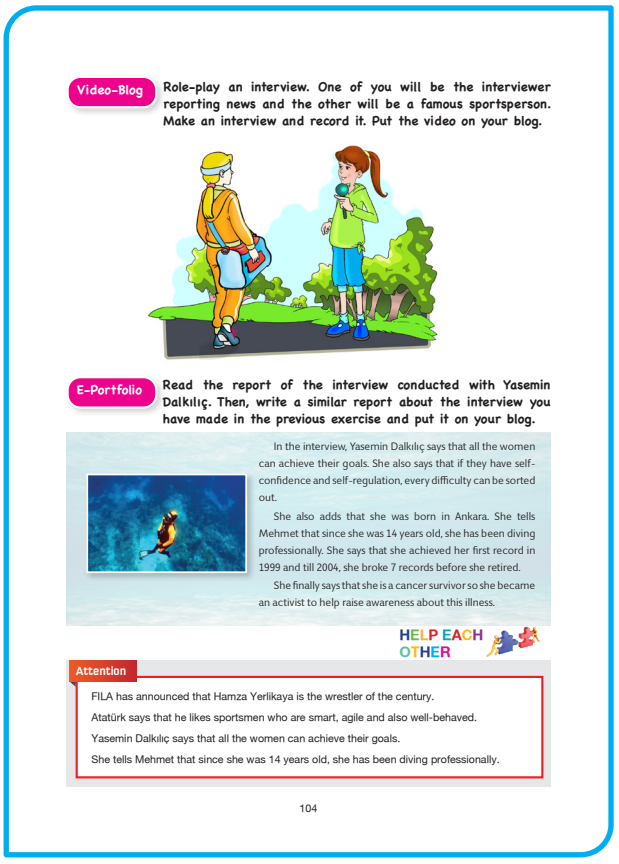
## Video-Blog

**Role-play an interview. One of you will be the interviewer reporting news and the other will be a famous sportsperson. Make an interview and record it. Put the video on your blog.**

**(F1, F2, F3, S2)**

Ask students to work in pairs. Remind students that they listened to interviews with Hamza Yerlikaya and Yasemin Dalkılıç and ask them to role-play a similar interview. Once they are ready, tell them to record their interview to put it on their blogs. If they have no access to the internet, ask them to role-play the interview in front of the class.

***Answer Key:*** ***Students' own answers***



Video-Blog Role-play an interview. One of you will be the interviewer reporting news and the other will be a famous sportsperson. Make an interview and record it. Put the video on your blog.

E-Portfolio Read the report of the interview conducted with Yasemin Dalkılıç. Then, write a similar report about the interview you have made in the previous exercise and put it on your blog.

In the interview, Yasemin Dalkılıç says that all the women can achieve their goals. She also says that if they have self-confidence and self-regulation, every difficulty can be sorted out.

She also adds that she was born in Ankara. She tells Mehmet that since she was 14 years old, she has been diving professionally. She says that she achieved her first record in 1999 and till 2004, she broke 7 records before she retired.

She finally says that she is a cancer survivor so she became an activist to help raise awareness about this illness.

HELP EACH OTHER

Attention

FILA has announced that Hamza Yerlikaya is the wrestler of the century.
Atatürk says that he likes sportsmen who are smart, agile and also well-behaved.
Yasemin Dalkılıç says that all the women can achieve their goals.
She tells Mehmet that since she was 14 years old, she has been diving professionally.

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## E-Portfolio

**Read the report of the interview conducted with Yasemin Dalkılıç. Then, write a similar report about the interview you have made in the previous exercise and put it on your blog.**

**(W1)**

Tell students to read the report of the interview of Yasemin Dalkılıç and draw their attention to the structures used such as "She says.., She also adds…, She finally says…, etc." Once the rules of reporting are established, tell them to write a report for their own interviews and put it on their blog. If there is no access to the Internet, they can put the reports on the walls of the classroom.

***Answer Key:*** ***Students' own answers***

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's report to give them feedback by using the mini-rubric given in theme 1 page 19.

**ATTENTION**

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 150 and do the exercise 1.

**9. Work in groups of three. Discuss the following characteristics of sports people.**

**(F3, S1)**

Tell students to work in groups of three and ask them to read the characteristics of sports people. Remind them that they will be discussing whether these qualities are essential to being successful in their careers or not. While they are discussing that, monitor them quietly and provide guidance if they require any. Once they are finished, tell them to share their opinions with the rest of the class.

***Answer Key:*** ***Students' own answers***

**10. Choose one of the sports from the pictures and talk about them.**

**(F3, S1)**

Ask students to look at the pictures and pick the sport they like or are curious about the most. Then, tell them to talk about it for 3 minutes. You might provide some guidelines to organize their speech such as the name, the rules, the purpose of the sport, etc. After they are finished, tell students to share their ideas with the rest of the class.

***Answer Key:*** ***Students' own answers***

**NOTES**

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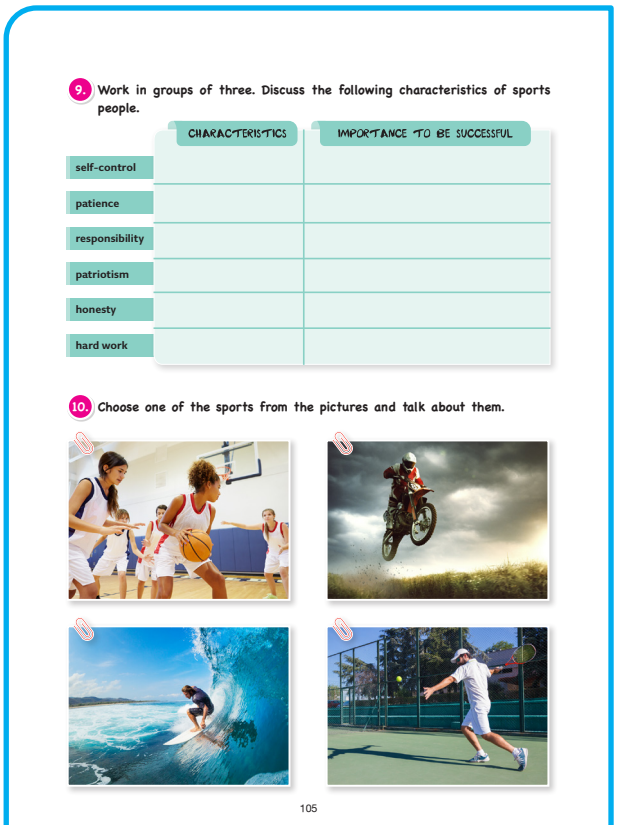

9. Work in groups of three. Discuss the following characteristics of sports people.

| | CHARACTERISTICS | IMPORTANCE TO BE SUCCESSFUL |
|---|---|---|
| self-control | | |
| patience | | |
| responsibility | | |
| patriotism | | |
| honesty | | |
| hard work | | |

10. Choose one of the sports from the pictures and talk about them.

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**NOTES**

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## 11. Discussion Time.

**(F3, S1)**

Before allowing students to think about the questions, explain them what cliff diving and wingsuit fliers are. Then, give them some time to think about these questions so that they can talk about them afterwards.

***Answer Key:*** ***Students' own answers***

## 12. Read the information about extreme sports and insert the sentences.

**(R1)**

Tell students that they will be reading a text on extreme sports and ask them to predict what they could be reading about. After eliciting some answers, ask them to read the text and insert the sentences. When they are finished, elicit answers from students individually.

***Answer Key:*** ***1. c, 2. b, 3. d, 4. a***

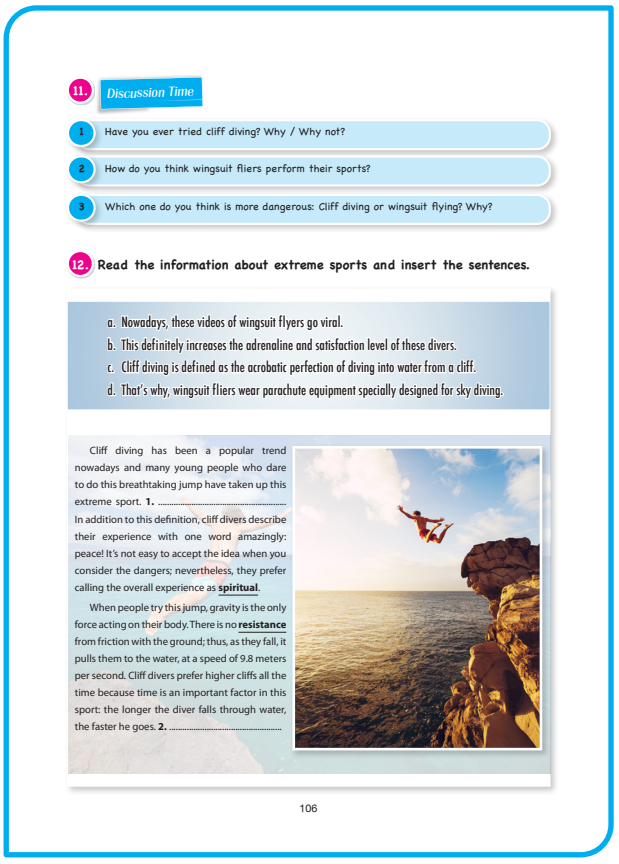
## 13. Read again and complete the information chart.

**(R1)**

Ask students to read the chart before they read the text again; when they are finished, tell them to read the text to fill in the chart. After they are done, elicit answers from them individually.

***Answer Key:***

| | ***CLIFF DIVING*** | ***WINGSUIT FLYING*** |
|---|---|---|
| Who prefers this sport | Young people | Adrenaline lovers |
| How performers feel | spiritual | Like a bird, feeling free and full of adrenaline |
| Necessary equipment | swimsuit | Parachute equipment specially designed for skydiving |
| How watchers feel | fascinated | amazed |
| What makes it better than other extreme sports | Acrobatic figures | Flying experience |



11. Discussion Time

1 Have you ever tried cliff diving? Why / Why not?

2 How do you think wingsuit fliers perform their sports?

3 Which one do you think is more dangerous: Cliff diving or wingsuit flying? Why?

12. Read the information about extreme sports and insert the sentences.

a. Nowadays, these videos of wingsuit flyers go viral.
b. This definitely increases the adrenaline and satisfaction level of these divers.
c. Cliff diving is defined as the acrobatic perfection of diving into water from a cliff.
d. That's why, wingsuit fliers wear parachute equipment specially designed for sky diving.

Cliff diving has been a popular trend nowadays and many young people who dare to do this breathtaking jump have taken up this extreme sport. **1.** .....
In addition to this definition, cliff divers describe their experience with one word amazingly: peace! It's not easy to accept the idea when you consider the dangers; nevertheless, they prefer calling the overall experience as **spiritual**.

When people try this jump, gravity is the only force acting on their body. There is no **resistance** from friction with the ground; thus, as they fall, it pulls them to the water, at a speed of 9.8 meters per second. Cliff divers prefer higher cliffs all the time because time is an important factor in this sport: the longer the diver falls through water, the faster he goes. **2.** .....

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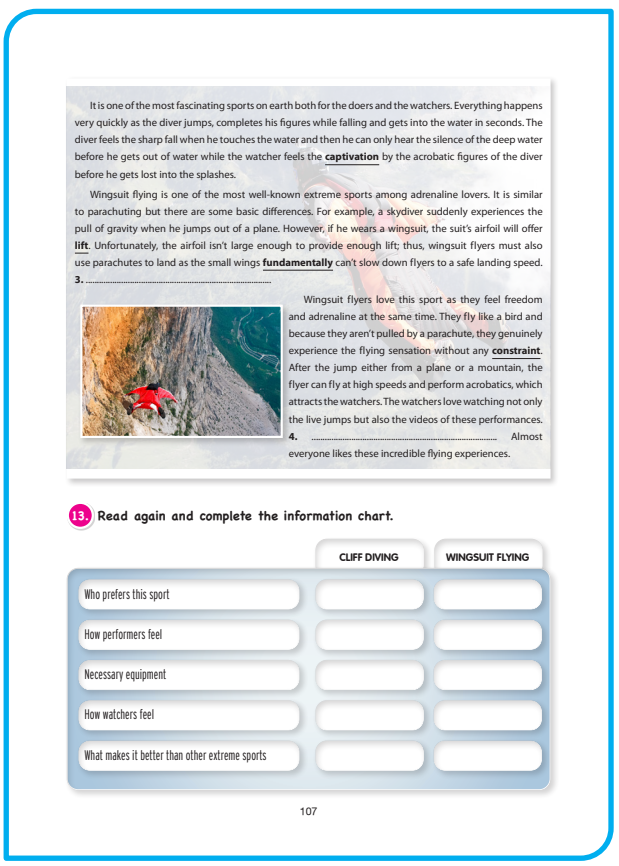

It is one of the most fascinating sports on earth both for the doers and the watchers. Everything happens very quickly as the diver jumps, completes his figures while falling and gets into the water in seconds. The diver feels the sharp fall when he touches the water and then he can only hear the silence of the deep water before he gets out of water while the watcher feels the **captivation** by the acrobatic figures of the diver before he gets lost into the splashes.

Wingsuit flying is one of the most well-known extreme sports among adrenaline lovers. It is similar to parachuting but there are some basic differences. For example, a skydiver suddenly experiences the pull of gravity when he jumps out of a plane. However, if he wears a wingsuit, the suit's airfoil will offer **lift**. Unfortunately, the airfoil isn't large enough to provide enough lift; thus, wingsuit flyers must also use parachutes to land as the small wings **fundamentally** can't slow down flyers to a safe landing speed. **3.** .....

Wingsuit flyers love this sport as they feel freedom and adrenaline at the same time. They fly like a bird and because they aren't pulled by a parachute, they genuinely experience the flying sensation without any **constraint**. After the jump either from a plane or a mountain, the flyer can fly at high speeds and perform acrobatics, which attracts the watchers. The watchers love watching not only the live jumps but also the videos of these performances. **4.** ..... Almost everyone likes these incredible flying experiences.

13. Read again and complete the information chart.

| | CLIFF DIVING | WINGSUIT FLYING |
|---|---|---|
| Who prefers this sport | | |
| How performers feel | | |
| Necessary equipment | | |
| How watchers feel | | |
| What makes it better than other extreme sports | | |

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**14. Read again and match the underlined vocabulary items with their definitions.**

**(R1)**

Tell students to work in pairs. Ask them to read the words and their definitions so that they can match them. Then, make them exchange their answers with other pairs while you give the answers.

***Answer Key:*** ***1. c, 2. e, 3. b, 4. f, 5. d, 6. a***

**15. Work in groups of four. Choose four different extreme sports and talk about them using the following prompts.**

**(F3, S1)**

Tell students to form groups of four. Ask them to read the prompts given and tell them that they can add more prompts if they like. Then, tell them to choose an extreme sport to talk about using the prompts given.

***Answer Key:*** ***Students' own answers***

**16. Discussion Time**

**(F3, S1)**

Ask students to work as pairs. Tell them to read the questions and discuss them with their partners. Then, tell them to share their opinions with the rest of the class.

***Answer Key:*** ***Students' own answers***

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14. Read again and match the underlined vocabulary items with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. spiritual | a. limitation |
| (.....) 2. resistance | b. fascinated |
| (.....) 3. captivated | c. mystical |
| (.....) 4. lift | d. basically |
| (.....) 5. fundamentally | e. opposing force |
| (.....) 6. constraint | f. raising force |

15. Work in groups of four. Choose four different extreme sports and talk about them using the following prompts.

- How / Where / When people perform them
- Why they are considered extreme sports
- What kind of people prefer doing these sports
- Whether you would like to try them or not
- How dangerous these sports are
- Why adventurous people should try them

16. Discussion Time

1. How do you think doing team sports affect young people?
2. Why do you think there are both Olympic Games and Paralympic Games?
3. What is the importance of raising awareness about disabilities?



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**NOTES**

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**17. Listen to the news excerpts about sports and tick (✔) the topics you hear.**

**(F1, L1)**

Tell students that they will be listening to news excerpts about sports. Before they listen, make them read the topics in the chart and make predictions about which topics they will hear. After they listen to the excerpts, ask them if their predictions were correct or not.

17. Listen to the news excerpts about sports and tick ✔ the topics you hear.

- Friendship
- Team spirit
- Health
- The first sport club for the deaf
- Cooperation
- Greek proverbs
- Self-control
- Fair play

18. Listen again and circle the correct alternative to complete the following statements.

1. A lot of psychologists believe that doing sports helps teenagers to ..... and preserve friendships.
   a. disregard
   b. develop
   c. activate
2. Supporters of the individual sports say that all teenagers have diverse abilities and ..... .
   a. strengths
   b. weaknesses
   c. beliefs
3. The Paralympic Games is an important ..... multi-sport event of athletes with a variety of disabilities.
   a. traditional
   b. cultural
   c. international
4. There were ..... athletes from 23 countries then and the numbers have increased since that beginning.
   a. 40
   b. 400
   c. 4000

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**Tapescript 50**

**Reporter:** One of the mostly debated topics nowadays is whether to choose team sports or individual sports especially for teenagers. Parents are struggling with this choice as they would like to promote their children's psychological and physical development. It is apparent that there are diverse ideas on this hot topic. First of all, many psychologists say that doing sports helps teens develop and maintain friendships. They especially advise team sports so that teenagers practice responsibility, helpfulness, cooperation and friendship while keeping fit. Team sports encourage the team players to act and decide on important actions together and share the responsibility of the triumph or failure in the end, which offers perfect practice for real life. However, there are opponents of this idea. Supporters of individual sports say that teenagers experience peace and self-control while doing sports on their own. They also claim that all teenagers have different abilities and strengths so they can't easily perform in harmony in a team. Both parties seem right in their claims and it seems that the debate will go on. Either this way or that way, doing sports is recommended to all teenagers!

The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities. It takes place every two years either in summer or winter. These games display how everyone can do sports successfully in team spirit and represent their countries in a national team without boundaries. This motivates the others to participate in Paralympic events no matter what kind of a disability they have. In fact, sports for athletes with disabilities is not something new. The notion has been around for more than 100 years, since the first sport club for the deaf in Berlin established in 1888. But only after WWII, it was widely introduced and the very first Paralympic Games was held in 1960 in Rome, Italy. There were 400 athletes from 23 countries then and the numbers have increased since that beginning. The word "Paralympic" was derived from the Greek preposition "para" which means beside or alongside and "Olympic". Together these two words represent how Paralympics is a corresponding event to the Olympics. They are always side by side, inviting all nations to come together for the same purpose in fair play.

***Answer Key:***

***Friendship*** ***Cooperation***

***Self-control*** ***Team spirit***

***The first sport club for the deaf***

***Fair play***

**18. Listen again and circle the correct alternative to complete the following statements.**

**(L1)**

Tell students that they will be listening to the excerpt again to find the correct alternative. After they listen, ask them to exchange their answers with their partners so that they can peer check while you give them the answers.

**Tapescript 51**

It is the same as Tapescript 50.

***Answer Key:*** ***1. b, 2. a, 3. c, 4. b***

**19. Work in pairs. Choose one of the news you heard in exercise 17 and report the news to each other.**

**(F1, F3)**

Remind students that in the beginning of this theme, they have analyzed news reporting and that this is a similar activity to recycle what they have practiced. As they do the activity, monitor them and provide guidance for them if required.

***Answer Key:*** ***Students' own answers***

**ATTENTION**

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 150 and do exercise 2.

**20. Discussion Time**

**(F2, F3)**

Tell students to read the questions and think about them for a few minutes. When they are finished, elicit answers from students individually.

***Answer Key:*** ***Students' own answers***

**21. Read the news excerpts and match the topics with each paragraph.**

**(F1, R1)**

Tell students that they will be reading two news excerpts in order to match the topics with paragraphs. Ask them to exchange their answers with their partners once they are finished. Give the answers as they do peer check.

***Answer Key:*** ***1. b, 2. d, 3. a, 4. c***

19. Work in pairs. Choose one of the news you heard in exercise 17 and report the news to each other.

Attention

Cliff diving is defined as the acrobatic perfection of diving into water from a cliff.

That's why, wingsuit fliers wear parachute equipment specially designed for sky diving.

Many psychologists say that doing sports helps teens develop and maintain friendships.

The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities.

20. Discussion Time

1 Do you think amputee sports people deserve more? Why / Why not?

2 How do you think sports bring all nations together?

110

21. Read the news excerpt and match the topics with each paragraph.

a. How an international athlete felt about Türkiye
b. How other countries appreciated the triumph
c. Why an international athlete admired Türkiye
d. How Turkish people react to the victory

'Incredible' Turkish amputee footballers are praised by UEFA

..... (1) Turkish amputee footballers grabbed a slice of history and became the champion in the 2017 Amputee European Championship. This brought other countries' gratitude as well. UEFA described the performance of Türkiye's victorious amputee footballers as "incredible". By attaching a photo of Turkish fans celebrating their team's victory, UEFA tweeted that around 40.000 Turkish fans watched the final match, Türkiye hosting England, which was beaten 2-1. They appreciated the fantastic support for the incredible athletes. Another international comment came from San Francisco-based sports news site, Bleacher Report. They put the photos of Turkish players who were celebrating after the victory and said that this was how it felt to win the Amputee European Championship. They also added the Turkish national flag and a heart emoji just near the message.

..... (2) The victory and the athletes were welcomed with cheers all around Türkiye. The President acknowledged the team and said that he congratulated the amputee national football team who became European champions by defeating England wholeheartedly. He also added that Türkiye was proud of them. Following the President, many politicians, businessmen and celebrities indicated their honor and some even made donations to the national team to support the players and show their respect and appreciation.

Dutch kite surfer says that Türkiye feels like home.

..... (3) Annabel van Westerop is a Dutch kite surfer and Türkiye's tourism ambassador who says that coming back to Türkiye felt like coming home. She attended the Kiteboarding World Cup between 5th and 7th October in Muğla province. She added that she would take decent memories to her country and would pay a second visit as soon as she could. Türkiye's Ministry of Culture and Tourism shot a short-video titled Home of Turquoise, featuring Westerop. She kindly appreciated the beauty of Türkiye and said that people from other countries should visit Türkiye and enjoy its beauty.

..... (4) The short film was shown on television channels and won dozens of international awards. Westerop said she didn't know that a lot of people watched her on television screens worldwide. She came second in the women category in the World Cup. Finally, she admired Turkish food, and the people for their hospitality. She thought that all the Turkish people welcomed her by heart and hosted her just like a family member!

111

**22. Read again and answer the following questions.**

**(R1)**

Ask students to read the text again and answer the questions. Once they are finished, elicit answers from students individually.

***Answer Key:***

***1. UEFA described the performance of Türkiye's victorious amputee footballers as "incredible." They appreciated the fantastic support for the incredible athletes.***

***2. Suggested answer: To show that a huge crown of people watched the game.***

***3. The victory and the athletes were welcomed with cheers all around Türkiye.***

***4. Students' own answers.***

***5. Annabel van Westerop is a Dutch kite surfer and Türkiye's tourism ambassador to attend the Kiteboarding World Cup between 5th and 7th October.***

***6. Suggested answer: To promote tourism for Türkiye.***

***7. She kindly appreciated the beauty of Türkiye and said that people from other countries should visit Türkiye.***

***8. Students' own answers.***

## IDIOM / PROVERB OF THE WEEK

Tell students to find "grab a slice of history" from the text and guess the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***a***

**NOTES**

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.....

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22 Read again and answer the following questions.

1. How did UEFA react to Turkish amputee footballers' success?
2. Why do you think international media mentioned Turkish supporters?
3. How did people in Türkiye praise the victory of the team?
4. How do you feel about this success of the amputee national team?
5. Who is Annabel van Westerop? Why did she visit Türkiye?
6. Why do you think Türkiye's Ministry of Culture and Tourism shoot a video featuring Westerop?
7. How does she feel about Türkiye?
8. Do you think international sportspeople can promote the tourism in Türkiye? How?

IDIOM / PROVERB OF THE WEEK
Choose the correct meaning.

grab a slice of history:
a. achieve something very significant
b. learn about the importance of history

23 Work in pairs. Talk about different kinds of news about sports and prepare a poster to share your news. Put your posters on the walls.

"EVERYDAY is a GOOD DAY when you RUN" NEWS SORE TODAY STRONG TOMORROW"

24 Walk around the class and choose your favorite news. Then, report that news to your partner.

Can Do Club

112

**23. Work in pairs. Talk about different kinds of news about sports and prepare a poster to share your news. Put your posters on the walls.**

**(F3, S1)**

Tell students that they will be preparing posters in teams of two, reporting some sports news on a poster. Once each pair puts their posters on the wall, tell students to rate the posters so that the best three posters could be picked and appreciated by the rest of the class.

***Answer Key:*** ***Students' own answers***

**24. Walk around the class and choose your favorite news. Then, report that news to your partner.**

**(F1, F3, S1)**

Tell the students to individually read the news to pick their personal best and report that piece of news to their partners.

***Answer Key:*** ***Students' own answers***

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 141 and fill in the table.

## THEME 8 ATTENTION ANSWER KEY

**1. Report the statements.**

1. He says he has difficulty in remembering terms.

2. She says she is good at making friends.

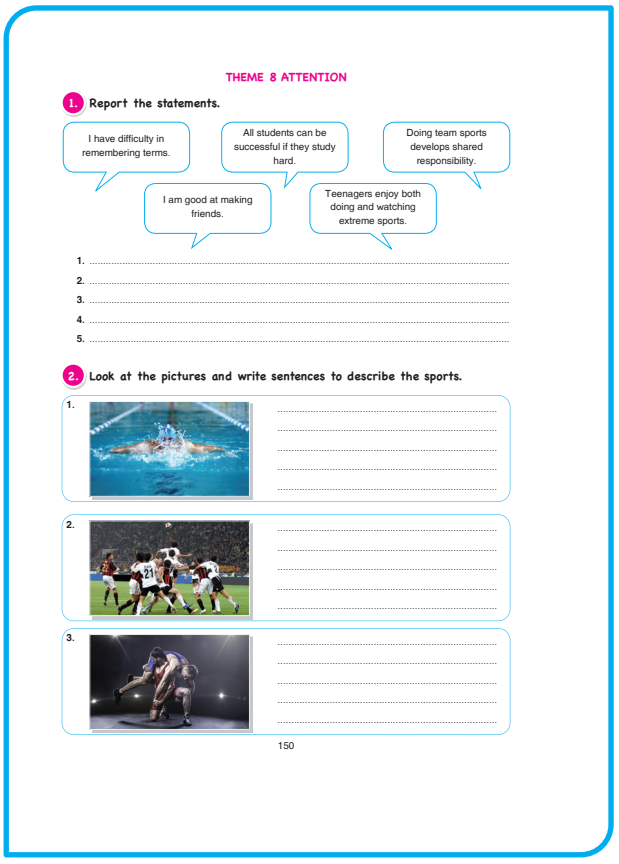
3. They say all students can be successful if they study hard.

4. She says doing team sports develops shared responsibility.

5. He says teenagers enjoy both doing and watching extreme sports.

**2. Look at the pictures and write sentences to describe the sports.**

Students' own answers


THEME 8 ATTENTION

1. Report the statements.

I have difficulty in remembering terms.

All students can be successful if they study hard.

Doing team sports develops shared responsibility.

I am good at making friends.

Teenagers enjoy both doing and watching extreme sports.

1. .....
2. .....
3. .....
4. .....
5. .....

2. Look at the pictures and write sentences to describe the sports.

1. .....
2. .....
3. .....

150

**NOTES**

**NOTES**

# THEME 8 WORKBOOK

Students' own answers

**1.** Do the test and find out if you should try extreme sports or not.

**1.** When I fall down, ..... .
**a.** I get up right again
**b.** I call 112 immediately

**2.** I am like a / an ..... .
**a.**

**b.**

**3.** My favorite kind of weather is ..... .
**a.**

**b.**

**4.** Heights ..... .
**a.** don't scare me
**b.** aren't my cup of tea

**5.** When it comes to speed, I am like a ..... .
**a.**

**b.**

**6.** If you told me to jump, I'd ..... .
**a.** jump
**b.** say "Are you out of your mind?"

*If you picked more A's, then you are a very brave person who can do any kind of extreme sport! You're a daredevil!*
*If you picked more B's, then, it's better for you to stay at home; there are other sports like tennis or swimming!*



**2.** Read the descriptions and guess the name of the extreme sport.

| | |
|---|---|
| The aim of this sport is to get from one point to another in a complex environment, without equipment in the fastest and most efficient way possible. It includes running, climbing, swinging, vaulting, jumping, etc. | PARKOURING |
| In this sport, a person gets inside a giant inflatable ball and roll down a hill. Some people turn it into a giant game of bowling. | ZORBING |
| Moving up on formations either on frozen waterfalls or snow covered mountains is the purpose of this sport. It is very risky as you can fall to a cold death. | ICE CLIMBING |
| This sport is walking on a strap at elevated heights. Performers of this sport set up their ropes at the tops of trees, between buildings, even across ravines and canyons. | HIGHLINING |

**3.** Rewrite the sentences as given in the example.

*e.g.* *"I am not happy with the outcomes of this meeting." my boss says.*
*My boss says he isn't happy with the outcomes of this meeting.*

1. "We will work on our weaknesses until we perfect our system." the board tells their staff.
**The board tells their staff they will work on their weaknesses until they perfect their system.**
2. "I have to work most weekends until I get a promotion." Ali says.
**Ali says he has to work most weekends until he gets a promotion.**
3. "They often take their vacation in July." Hale says.
**Hale says they often take their vacation in July.**
4. "I don't want to waste my time trying to repair this hopeless machine." My friend tells me.
**My friend tells me he doesn't want to waste his time trying to repair this hopeless machine.**
5. "She needs to stop procrastinating if she wants to pass her exams." her teacher says.
**Her teacher says she needs to stop procrastinating if she wants to pass her exams.**



**4.** Work in pairs. Report the words of the world-famous skateboarder, Tony Hawk.

"Hi, I'm Tony Hawk. (1) I'm 48 years old and I was born in California. (2) I'm a professional skateboarder, film producer, and a philanthropist. (3) My nickname is "Birdman" because I almost fly when I'm skateboarding. (4) I am considered to be one of the most successful skateboarders of all time. I also have video game titles. (5) When I was young, I was described by my teachers as hyperactive, so my parents helped me to take up skateboarding to relieve my excess energy. It was the best decision of my life because I have been skateboarding since then. (6) I am also the first skateboarder to skateboard in the White House. I also own an organization named Tony Hawk Foundation, which builds skateparks in low-income neighborhoods for underprivileged kids. (7) For me, helping kids is the most satisfying job in the world."

Tony Hawk says he is 48 years old and he was born in California. .....

**He says he is a professional skateboarder, film producer and a philanthnopist. He says his nickname is "Birdman" because he almost flies when he's skateboarding. He says he is considered to be one of the most successful skateboarders of all time. He says when he was young, he was described by his teachers as hyperactive, so his parents helped him to take up skateboarding to relieve his excess energy. He says he is also the first skateboarder to skateboard in the white house. He says for him, helping kids is the most satisfying job in the world.**

**5.** Work in pairs. Imagine one of you is a famous athlete in an extreme sport and the other is a journalist. Make an interview with the athlete and report her/ his words to the class. Use the questions below to make the interview.

Students' own answers

1. Which extreme sport do you do?
2. How old are you and where were you born?
3. What are your achievements and hobbies?
4. Do you help other people? Why/ Why not?
5. What are your goals for the future?



**6.** Match the news headings with the news pieces.

A. Sheep magically disappeared.
B. Rescued by heroes
C. Magic Pyramid
D. Is it an invasion?
E. Peacock excitement
F. Cheshire Monster Scare!

D — *Near York, more than ten thousand soldiers were seen marching up and down the hill.*

A — *It has been reported that the farmers in Worcester cannot find their sheep. They have looked for them everywhere.*

E — *A peacock, reported missing from the zoo last week, has been seen flying over Peggotty close. It created a lot of excitement around Newlands Spring area.*

B — *For 84-year-old Mrs. Bennett, Jane and Ross are heroes. "They saved my life," she said from her hospital bed.*

F — *Dawn thinks that there is a monster living in Cheshire. She has seen strange monster shapes near River Chadding.*

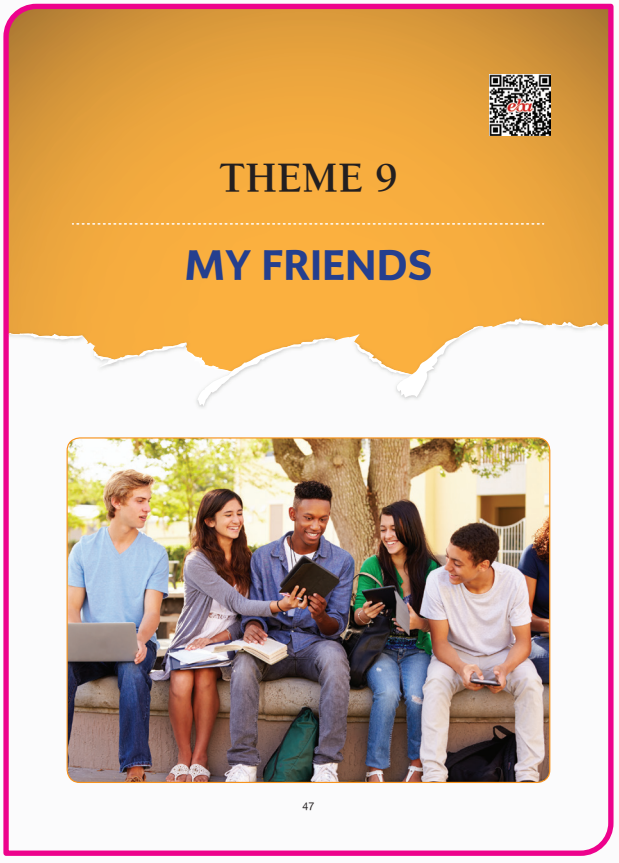
C — *A scientist, researching the pyramids, has discovered a magical entrance to one of the pyramids.*

**7.** Unscramble the following words and write their correct spelling.

| | | | |
|---|---|---|---|
| ELAFNUNYTAMLD | FUNDAMENTALLY | SATLIRIPU | SPIRITUAL |
| CAIAVEDPTT | CAPTIVATED | TLFI | LIFT |
| TNITORCNAS | CONSTRAINT | ERSTNACISE | RESISTANCE |

# THEME 9

# MY FRIENDS



**FUNCTIONS (F)**

**F1** Describing events, places and people

**F2** Asking for and giving clarification

**SKILLS**

**Listening (L)**

**L1** Students will be able to listen to and organize specific information in a narrative about a person or an event.

**Pronunciation (P)**

**P1** Students will be able to practice the pronunciation of assimilation-elision.

**e.g.**

Good boy- gubboı

The conjunction “and” is pronounced as [ænd] by itself, but in the normal use of the phrase you and me, we usually say [ən], as in [yuənmi] friendship [frenʃıp].

**Speaking (S)**

**S1** Students will be able to ask and answer questions to clarify a well-known / common person or a place.

**Reading (R)**

**R1** Students will be able to scan online and printed newspaper articles about well-known people to find out personal details.

**Writing (W)**

**W1** Students will be able to write a text about their teachers and friends for a school magazine.

**W2** Students will be able to write a booklet to describe their hometown.

**Warm Up**

Ask students to work in groups of four and think about the meaning of friendship. Ask them whether they have best friends, what the qualities of an ideal friend are. Tell them to list the qualities of a good friendship. Once they’re finished discussing, elicit answers from the groups. Then, you can continue with the Theme 9 of the course book.

**NOTES**

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**1. Read the quote below. What does it mean? Do you agree or disagree with it?**

**(F1)**

"Walking with a friend in the dark is better than walking alone in the light."

Helen Keller"

Ask students to work in groups of three and discuss the meaning of the quote. Then, elicit answers from the groups and write some answers on the board. After you get all the answers, you can ask the whole class to choose the best answer among the explanations.

***Answer Key:* Students' own answers**

**2. Discussion Time**

**(F1)**

Ask students to work in pairs and discuss the questions. Monitor the students during the activity and encourage the pairs to communicate in English. You can also ask some pairs to act out the dialogue.

**3. Listen to Nicole talk about her best friend and put the things she says about her best friend in order.**

**(F1, L1)**

Before playing the recording, ask students to read the statements and put them in order before they listen. Tell them they will then listen to the recording once and ask them to put the things in order. Then, play the recording once. Elicit answers from the students.

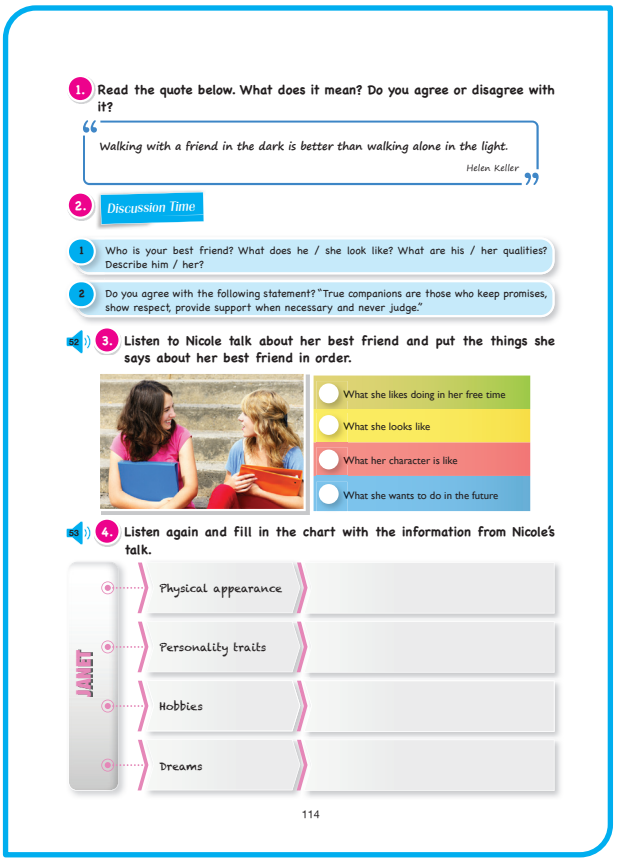
**Tapescript 52**

**Nicole:** Hello, my dear teacher and friends. I'm gonna read you my essay about my best friend, Janet. I hope you like it.

I met Janet when we were only 8 years old. She moved to Türkiye from England with her parents 9 years ago and has been living here since then. Janet and I have never been separated. We always went to the same school and we still live in the same neighborhood. Our friendship keeps getting stronger day by day.

So, who's this girl that I call my best friend? First of all, she is tall with red hair and brown eyes. Her hair is long and wavy. She has dimples that make her smile really beautiful. She also has freckles on her cheeks and nose, which she doesn't like, but I think they make her beautiful.

What is more beautiful than her freckles is her personality. She is friendly, helpful, and always fun to be around. She knows how to stand by her friends and help them in any way she can. She is the shoulder you cry on. One time, Janet and I were walking home from school and someone shouted behind us. She looked back and saw it was one of our classmates who fell down and hurt her ankle. Janet ran to her and helped her all the way home. Another time at school, our teacher asked us to find the student who is the most easygoing and everyone pointed their fingers at Janet. She is loved by everyone. For



example, Mr. Richardson, our Physics teacher, is a very serious man, but even he laughs at Janet's jokes.

Janet is also a very talented person. She plays the guitar and sings at the school choir. She also likes swimming at weekends. We always go swimming in our local pool on Sundays.

In the future, she wants to be a doctor and help everyone who needs help. And of course, she wants to live close to me because it's our dream to stay best friends forever.

***Answer Key:***

***3. What she likes doing in her free time***

***1. What she looks like***

***2. What her character is like***

***4. What she wants to do in the future***

**NOTES**

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**4. Listen again and fill in the chart with the information from Nicole's talk.**

**(F1, L1)**

Tell students that they will listen to the text again to fill in the chart. Before listening, allow students to check out the chart. Play the recording twice. Once they are done with the listening, ask them to share their answers with their partners. Then, elicit the answers.

**Tapescript 53**

It is the same as Tapescript 52.

***Answer Key:***

***Physical appearance: She is tall with red hair and brown eyes. Her hair is long and wavy. She has dimples that make her smile really beautiful. She also has freckles on her cheeks and nose, which she doesn't like, but I think they make her beautiful.***

***Personality traits: She is friendly, helpful, and always fun to be around. She knows how to stand by her friends and help them in any way she can. She is the shoulder you cry on.***

***Hobbies: She plays the guitar and sings at the school choir. She also likes swimming at weekends.***

***Dreams: She wants to be a doctor and help everyone who needs help.***

**NOTES**

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**5. Now, write a paragraph and describe Janet using the information in the chart. Then, share your paragraph with the rest of the class.**

**(F1)**

This exercise enables students to use all the information they have practiced in this unit, allowing them to use the language for communicative purposes as it is a free activity, in which they produce the language.

***Answer Key:*** ***Students' own answers***

**IDIOM / PROVERB OF THE WEEK**

Tell students to find "a shoulder to cry on" from the text and infer the meaning. Then, ask them to choose the correct meaning of the idiom / proverb in the text. You can also ask them to use the idiom / proverb in other sentences.

***Answer Key:*** ***a***

**6. Work in pairs. Answer the following questions.**

**(F1)**

Ask students to work in pairs and discuss the questions. Then, tell them to share their ideas with other pairs. Monitor them during the activity and encourage them to communicate in English.

***Suggested Answers:***

***1. Yes, because she is a very nice person.***

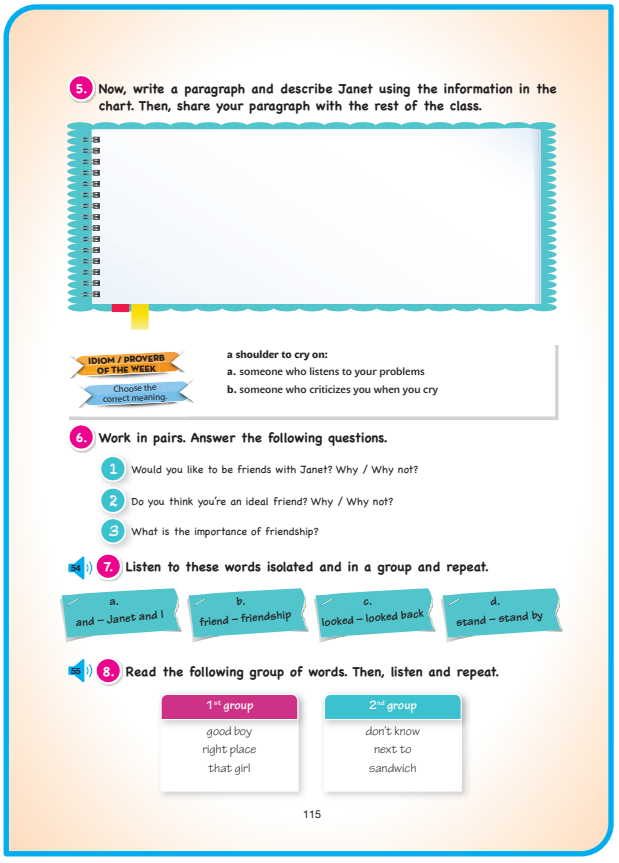
***2. Yes, because I always help my friends, listen to them when they need and support them when necessary.***

***3. Friends are always there when we need help.***

**7. Listen to these words isolated and in a group and repeat.**

**(P1)**

First, explain students the rules of assimilation and elision as simply as you can. You can use the information and the examples below to clarify the details. Write the examples on the board and repeat them first. Then, ask students to practice the pronunciation of the words in other examples.




Rules of assimilation and elision

Basically, assimilation is changing a sound, due to the influence of neighboring sounds and elision is omitting a sound. And often, assimilation and elision occur together.

In the famous example of "hand bag" you can see the dropping (elision) of the /d/ so you get, in ordinary spelling "hanbag". But, having got there you now have a situation where a further shortcut will be for the nasal /n/ to change (assimilate) to the bilabial version of a nasal /m/ as a shortcut to the coming bilabial /b/. You, thus, end up with, in ordinary spelling, "hambag."

Taking your example of "this shop" you could look at it as elision, since the /s/ disappears if you say it the way you do, or you could look at it as assimilation if you say it in a way that appears to change the / s / to / ʃ / as the tongue anticipates the following / ʃ / at the beginning of shop.

Another example is "went back": the 't' gets elided, and the sequence becomes "wen' back". Now the sound 'n' occurs before the sound 'b'. So, the 'n' readily assimilates to 'm'. And the sequence then becomes "wem' back".

*(Rachael-Anne Knight, Phonetics: A Coursebook. Cambridge University Press, 2012)*

**Tapescript 54**

**a.** And - Janet and I
**b.** Friend - Friendship
**c.** Looked - Looked back
**d.** Stand - Stand by

**8. Read the following group of words. Then, listen and repeat.**

**(P1)**

Tell your students to read the words in boxes first. Then, play the CD and have students repeat the words.

**Tapescript 55**

| **1st group** | **2nd group** |
|---|---|
| Good boy | don't know |
| Right place | next to |
| That girl | sandwich |

**9. Walk around the classroom. Find a student who does the following activities. Then, summarize each statement using adjectives. First letters of the adjectives are given.**

**(F1)**

Tell students that they will do a survey among their friends. Make sure that they speak English and ask the questions in English. Monitor them as they do the survey with their friends, do not interfere unless they need help. After they are finished, ask them to share their findings with the rest of the class.

***Answer Key:***

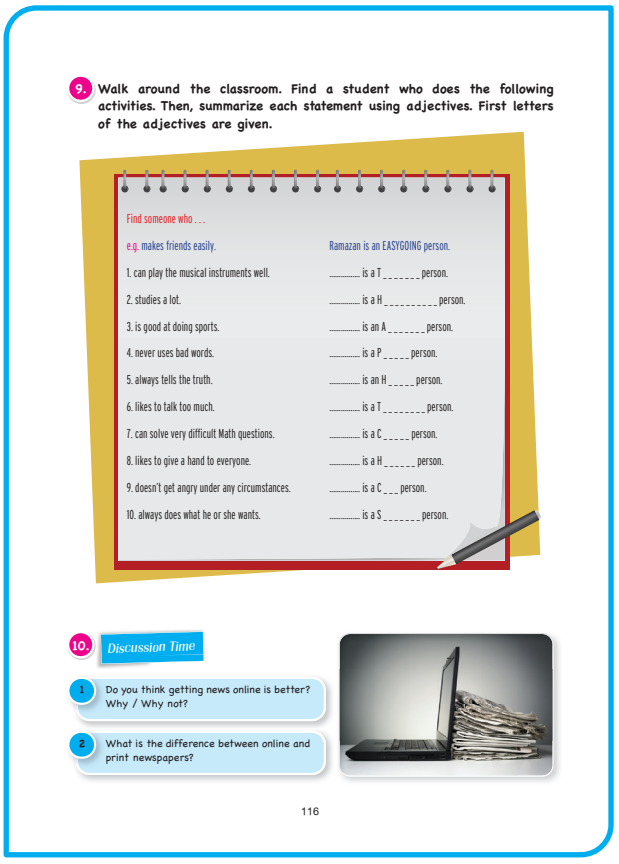
***1. can play the musical instruments well. ..... is a TALENTED person.***

***2. studies a lot. ..... is a HARDWORKING person***

***3. is good at doing sports. ..... is an ATHLETIC person.***

***4. never uses bad words. ..... is a POLITE person.***

***5. always tells the truth. ..... is an HONEST person.***



9. Walk around the classroom. Find a student who does the following activities. Then, summarize each statement using adjectives. First letters of the adjectives are given.

Find someone who ...

| | |
|---|---|
| e.g. makes friends easily. | Ramazan is an EASYGOING person. |
| 1. can play the musical instruments well. | ..... is a T_____ person. |
| 2. studies a lot. | ..... is a H_____ person. |
| 3. is good at doing sports. | ..... is an A_____ person. |
| 4. never uses bad words. | ..... is a P____ person. |
| 5. always tells the truth. | ..... is an H____ person. |
| 6. likes to talk too much. | ..... is a T_____ person. |
| 7. can solve very difficult Math questions. | ..... is a C____ person. |
| 8. likes to give a hand to everyone. | ..... is a H_____ person. |
| 9. doesn't get angry under any circumstances. | ..... is a C___ person. |
| 10. always does what he or she wants. | ..... is a S_____ person. |

10. Discussion Time

1. Do you think getting news online is better? Why / Why not?
2. What is the difference between online and print newspapers?

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***6. likes to talk too much. ..... is a TALKATIVE person.***

***7. can solve very difficult Math questions. ..... is a CLEVER person.***

***8. likes to give a hand to everyone. ..... is a HELPFUL person.***

***9. doesn't get angry under any circumstances. ..... is a CALM person.***

***10. always does what he or she wants. ..... is a STUBBORN person.***

**10. Discussion Time**

**(F1)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

## 11. Read the news and insert the sentences.

**(F1, R1)**

Tell students to read the following news and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

***Answer Key:*** ***1. c, 2. b, 3. a***

## 12. Answer the following questions.

**(F1, R1)**

Tell students to read the text again and answer the questions in pairs. Monitor them as they do the task with their pairs and do not interfere unless they need help. After they are finished, ask them to share their answers with the rest of the class.

***Answer Key:***

***1. It will run from September 1-8 at the Shibuya Culture Center Owada.***

***2. Nasuh (1480-1564) was an accomplished miniaturist, an artist of the Ottoman period.***

***3. His most famous works are a cityscape of İstanbul and volumes representing the 1535-36 campaign in Iraq and Iran of Sultan Suleiman the Magnificent.***

***4. He helped everyone around him and he never acted selfishly.***

***5. Students' own answers (His style is unique and magnificent.)***

***6. Students' own answers***

**NOTES**

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**11.** Read the news and insert the sentences.

**a.** It will run from September 1-8 at the Shibuya Culture Center Owada.
**b.** He had left many valuable works written and researches conducted on these fields.
**c.** He also developed a naturalistic style focusing on panoramas.

WORLD NEWS

**A Noteworthy Ottoman Miniaturist in Japan**

Tokyo will be hosting an exhibition of the work of **prominent** Ottoman miniaturist Matrakci Nasuh next week.
Matrakci Nasuh, an artist of the Ottoman period, was a talented miniaturist who lived between 1480 and 1564. He managed to **depict** events realistically while following the traditional rules of Islamic Art. .....
He had many magnificent masterpieces; however, a cityscape of İstanbul and volumes representing the 1535-36 campaign in Iraq and Iran of Sultan Suleiman the Magnificent are considered to be his best works. On the other hand, he was also a **gifted** mathematician, historian, linguist and soldier. ..... He was also well-known with his altruistic approach to life. He helped everybody around him and he never acted selfishly. He shared what he earned.
The show, "16th Century Genius Matrakci Nasuh", which İstanbul Intercultural Art Dialogues Association designed, is supported by the Presidency. ..... Before that, the exhibition was **formerly** displayed in Sarajevo, Belgrade, Antalya, İstanbul and Vienna. The Presidency told the reporters that the viewers will discover the Ottoman Empire's 16th century artistic, chronological and political perspective while discovering the **virtues** of Nasuh, one of the hidden geniuses of our history.

*August/25/2016*

**12.** Answer the following questions.

1. Where and when does the event take place?
2. Who is Matrakci Nasuh?
3. What are his masterpieces?
4. What makes Nasuh an altruist?
5. Why do you think the exhibition calls Nasuh a genius?
6. Explain the significance of the exhibition in your own words.
   **a.** .....
   **b.** .....

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**NOTES**

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**13. Match the underlined vocabulary items in exercise 11 with their definitions.**

**(F1, R1)**

Ask students to find the underlined words in the text and guess their meanings before they do the activity. Then, tell them to read the definitions and match them with the words. After that, tell students to share their answers with the rest of the class.

***Answer Key:*** ***1. c, 2. d, 3. a, 4. e, 5. b***

**14. Would you like to see this exhibition, works of Matrakci Nasuh? Why / Why not?**

**(F1, R1)**

Ask students to talk about the question in pairs first. Then, elicit answers from the students.

***Suggested Answers:***

***Ask students to talk about the question in pairs first. Then, elicit answers from the students.***

**15. Work in pairs and discuss the characteristics of Matrakci Nasuh using the information chart.**

**(F1, R1)**

Tell students to form pairs so that they can talk about Matrakci Nasuh using the information chart. You might tell them to refer to the text to get some ideas. Once they are finished, elicit answers from each pair.

***Answer Key:*** ***Students' own answers***

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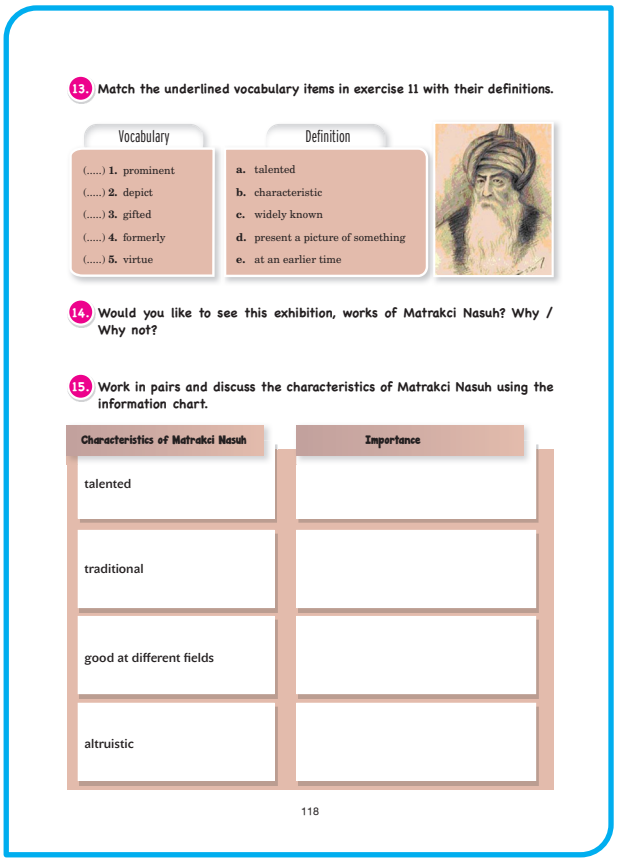

13. Match the underlined vocabulary items in exercise 11 with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. prominent | a. talented |
| (.....) 2. depict | b. characteristic |
| (.....) 3. gifted | c. widely known |
| (.....) 4. formerly | d. present a picture of something |
| (.....) 5. virtue | e. at an earlier time |

14. Would you like to see this exhibition, works of Matrakci Nasuh? Why / Why not?

15. Work in pairs and discuss the characteristics of Matrakci Nasuh using the information chart.

| Characteristics of Matrakci Nasuh | Importance |
|---|---|
| talented | |
| traditional | |
| good at different fields | |
| altruistic | |

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**NOTES**

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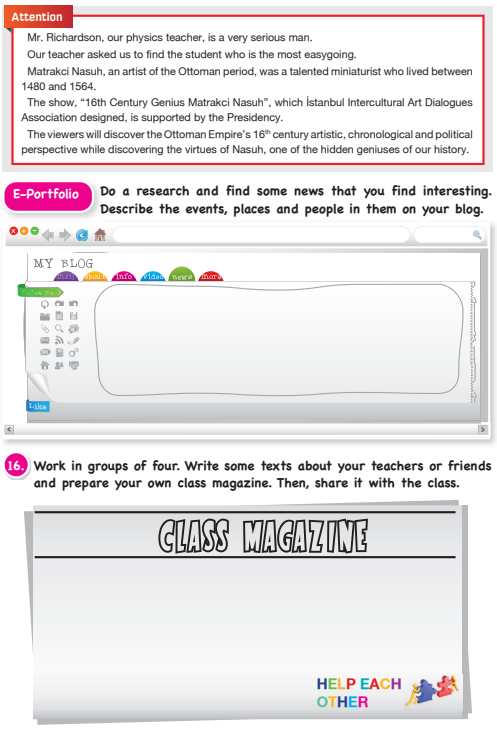
## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 151 and do the exercises.




## E-Portfolio

**Do a research and find some news that you find interesting. Describe the events, places and people in them on your blog.**

**(F1)**

E-portfolios are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology. Ask your students to do a research and find some interesting news. Then, tell them to write a paragraph describing the event in details. Finally, ask them to put this paragraph on their personal blogs on the web.

**16. Work in groups of four. Write some texts about your teachers or friends and prepare your own class magazine. Then, share it with the class.**

**(F1, W1)**

Ask students to work in groups of four. Tell them to write about their teachers or friends for their class magazine. You can provide them with poster papers so that they can present their magazines on the classroom walls. Monitor them as they prepare the magazines with their friends, do not interfere unless they need help. After they are finished, ask them to share their magazines with the rest of the class and put them on the walls for further motivation.

## HELP EACH OTHER

Tell your students to work in pairs and read their friend's news to give them feedback by using the mini-rubric given in theme 1 page 19.

**NOTES**

**17. Search the Net and find detailed information about your favorite celebrity. Write a paragraph giving personal details about him / her. Share it with your classmates.**

**(F1, R1)**

Your students are required to search the Net about their favorite celebrity. Tell them to read the information carefully and write a paragraph using the details they have read. Let them share their paragraphs in class.

***Suggested Answers:***

***My favorite celebrity is Hugh Jackman. He has a well-built body and dark hair. He is a nice, polite person and a humanitarian. He is also an environmentalist. He is a talented actor and he can also sing well.***

**HELP EACH OTHER**

Tell your students to work in pairs and read their friend's news to give them feedback by using the mini-rubric given in theme 1 page 19.

**18. Work in pairs. One of you chooses one of the celebrities below and the other asks questions to identify the name of the celebrity using details.**

**(F2, S1)**

Tell your students to work in pairs and prepare a dialogue about the celebrity they have chosen from the exercise 18. Once they finish the task, ask some pairs to share their descriptions reading aloud.

***Answer Key:*** ***Students' own answers***

**NOTES**

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**NOTES**

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**19. Listen to a TV host reporting at a red carpet event and tick (✔) the celebrities he talks to.**

**(F1, F2, L1)**

Tell students that they will be listening to a TV host reporting at a red carpet event. Tell them to look at the celebrities and make guesses about which celebrities they expect to hear in the listening. Play the recording once. After they listen to the recording, ask them if their guesses were correct or not.

**Tapescript 56**

**TV Host:** Good evening everyone. This is the 85th Academy Awards and I'm on the red carpet to talk to celebrities. Here is our first celebrity walking on the red carpet: George Clooney. Hello, sir! How are you tonight?

**Clooney:** I'm great, thank you.

**TV Host:** You look great. May I ask you who you're wearing tonight?

**Clooney:** Actually, I designed my own tuxedo. I like designing clothes.

**TV Host:** Wow, that's interesting. So, tonight must be very exciting for you, right?

**Clooney:** Could you explain that further, please?

**TV Host:** What I mean is that you must be excited about your nomination.

**Clooney:** Oh, yes, yes very much. I loved working on that movie very much and I hope it gets the attention it deserves.

**TV Host:** I do, too. So, good luck! Here comes our second celebrity from the tennis world! Serena Williams! Hello, Ms. Williams. How are you tonight?

**Williams:** Hello! I'm doing really fine. I'm lucky to be at this ceremony tonight because I'm only a guest. I'll just enjoy the show.

**TV Host:** And you must be recovering from all the past tournaments, right?

**Williams:** Exactly. I've been spending time at home lately, rearranging my furniture and stuff, you know. It's been an exhausting year of a lot of hard work. Now, it's time to relax a little.

**TV Host:** Absolutely.

**TV Host:** Do you have a favorite for tonight?

**Williams:** What do you mean?

**TV Host:** I mean do you have a favorite actor or a movie?

**Williams:** Of course, I do. But, I'm going to keep it a secret. I'll tell you after the awards ceremony.

**TV Host:** OK. Thank you, Ms. Williams. And here is Rihanna. How are you, tonight?

**Rihanna:** Great, thank you. This is going to be a great ceremony and I'm lucky to be here.

**TV Host:** So, what have you been up to lately?

**Rihanna:** Well, I'm working on a new single nowadays. It's going to be out next week.

**TV Host:** That's wonderful news! So, do you have any favorite movies or actor for tonight?

**Rihanna:** Actually, no.

**TV Host:** Can you explain that, please?

**Rihanna:** I've seen all the nominations and they're all great! I can't pick one!

**TV Host:** Oh, I see. Ok, now we have a commercial break and after the break, I'll be talking to many more celebrities. Stay tuned!

***Answer Key:* Clooney, Williams, Rihanna**

**20. Listen again and underline the correct word in the following statements.**

**(F1, F2, L1)**

Tell students that they will listen to the recording again but this time, they will underline the correct statements. Tell them to read the statements first before they start listening. Play the recording twice. When they are finished, ask them to share their answers with their partners. Finally, check the answers with the class.

**Tapescript 57**

It is the same as Tapescript 56.

***Answer Key:***

***1. 1st celebrity is / isn't a nominee at tonight's ceremony.***

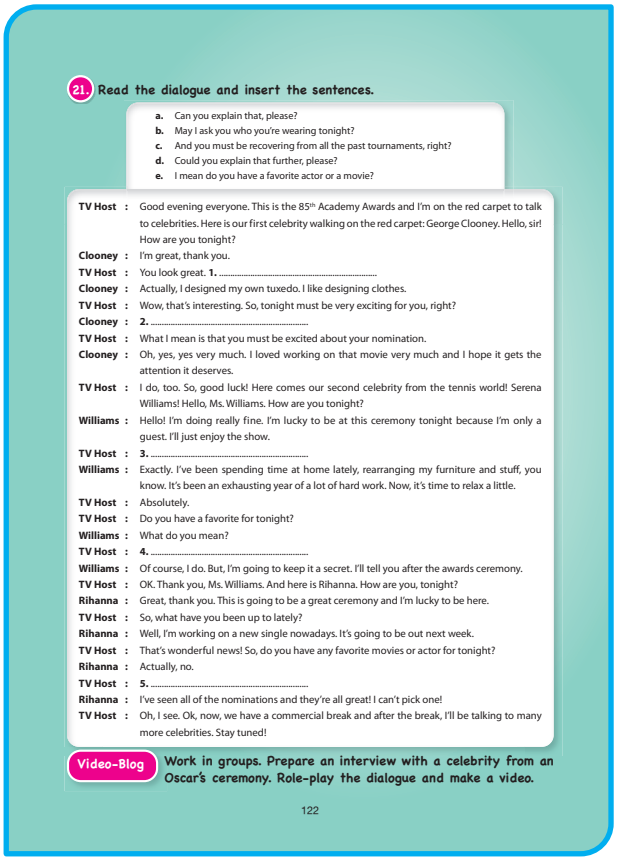
***2. 1st celebrity designed his shoes / tuxedo.***

***3. 2nd celebrity is working hard / relaxing nowadays.***

***4. 2nd celebrity spends time rearranging furniture / playing tennis.***

***5. 3rd celebrity is working on a single / movie.***

***6. 3rd celebrity loved none / all of the nominations.***



21. Read the dialogue and insert the sentences.

a. Can you explain that, please?
b. May I ask you who you're wearing tonight?
c. And you must be recovering from all the past tournaments, right?
d. Could you explain that further, please?
e. I mean do you have a favorite actor or a movie?

TV Host : Good evening everyone. This is the 85th Academy Awards and I'm on the red carpet to talk to celebrities. Here is our first celebrity walking on the red carpet: George Clooney. Hello, sir! How are you tonight?
Clooney : I'm great, thank you.
TV Host : You look great. **1.** .....
Clooney : Actually, I designed my own tuxedo. I like designing clothes.
TV Host : Wow, that's interesting. So, tonight must be very exciting for you, right?
Clooney : **2.** .....
TV Host : What I mean is that you must be excited about your nomination.
Clooney : Oh, yes, yes very much. I loved working on that movie very much and I hope it gets the attention it deserves.
TV Host : I do, too. So, good luck! Here comes our second celebrity from the tennis world! Serena Williams! Hello, Ms. Williams. How are you tonight?
Williams : Hello! I'm doing really fine. I'm lucky to be at this ceremony tonight because I'm only a guest. I'll just enjoy the show.
TV Host : **3.** .....
Williams : Exactly. I've been spending time at home lately, rearranging my furniture and stuff, you know. It's been an exhausting year of a lot of hard work. Now, it's time to relax a little.
TV Host : Absolutely.
TV Host : Do you have a favorite for tonight?
Williams : What do you mean?
TV Host : **4.** .....
Williams : Of course, I do. But, I'm going to keep it a secret. I'll tell you after the awards ceremony.
TV Host : OK. Thank you, Ms. Williams. And here is Rihanna. How are you, tonight?
Rihanna : Great, thank you. This is going to be a great ceremony and I'm lucky to be here.
TV Host : So, what have you been up to lately?
Rihanna : Well, I'm working on a new single nowadays. It's going to be out next week.
TV Host : That's wonderful news! So, do you have any favorite movies or actor for tonight?
Rihanna : Actually, no.
TV Host : **5.** .....
Rihanna : I've seen all of the nominations and they're all great! I can't pick one!
TV Host : Oh, I see. Ok, now, we have a commercial break and after the break, I'll be talking to many more celebrities. Stay tuned!

Video-Blog Work in groups. Prepare an interview with a celebrity from an Oscar's ceremony. Role-play the dialogue and make a video.

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**21. Read the dialogue and insert the sentences.**

**(F1, F2, L1)**

Tell students to read the following dialogue and complete the missing information with the sentences given. Remind them to pay attention to the language of asking for and giving clarification and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

***Answer Key:*** ***1. b, 2. d, 3. c, 4. e, 5. a***

**Video-Blog**

**Work in groups. Prepare an interview with a celebrity from an Oscar's ceremony. Role-play the dialogue and make a video.**

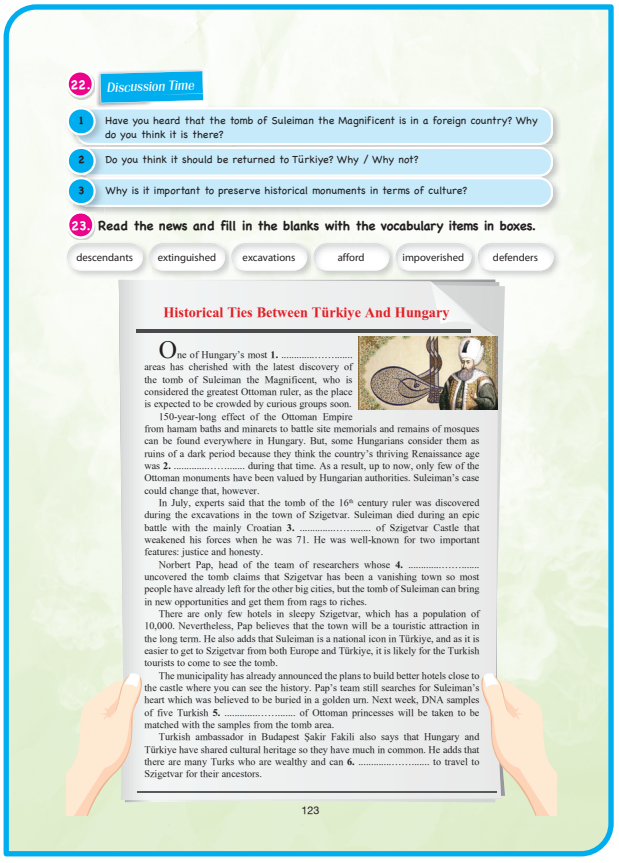
**(F1, F2, S1)**

The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative or learners to practice and recycle the skills they have learned. Tell your students to work in groups and prepare an interview with a celebrity from an Oscar ceremony and put that video on their blogs.

## 22. Discussion Time

**(F1, S1)**

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. They may work in groups or as a whole class. They are required to answer the questions giving reasons.



22 Discussion Time

1. Have you heard that the tomb of Suleiman the Magnificent is in a foreign country? Why do you think it is there?
2. Do you think it should be returned to Türkiye? Why / Why not?
3. Why is it important to preserve historical monuments in terms of culture?

23 Read the news and fill in the blanks with the vocabulary items in boxes.

descendants | extinguished | excavations | afford | impoverished | defenders

**Historical Ties Between Türkiye And Hungary**

One of Hungary's most **1.** ..... areas has cherished with the latest discovery of the tomb of Suleiman the Magnificent, who is considered the greatest Ottoman ruler, as the place is expected to be crowded by curious groups soon.

150-year-long effect of the Ottoman Empire from hamam baths and minarets to battle site memorials and remains of mosques can be found everywhere in Hungary. But, some Hungarians consider them as ruins of a dark period because they think the country's thriving Renaissance age was **2.** ..... during that time. As a result, up to now, only few of the Ottoman monuments have been valued by Hungarian authorities. Suleiman's case could change that, however.

In July, experts said that the tomb of the 16th century ruler was discovered during the excavations in the town of Szigetvar. Suleiman died during an epic battle with the mainly Croatian **3.** ..... of Szigetvar Castle that weakened his forces when he was 71. He was well-known for two important features: justice and honesty.

Norbert Pap, head of the team of researchers whose **4.** ..... uncovered the tomb claims that Szigetvar has been a vanishing town so most people have already left for the other big cities, but the tomb of Suleiman can bring in new opportunities and get them from rags to riches.

There are only few hotels in sleepy Szigetvar, which has a population of 10,000. Nevertheless, Pap believes that the town will be a touristic attraction in the long term. He also adds that Suleiman is a national icon in Türkiye, and as it is easier to get to Szigetvar from both Europe and Türkiye, it is likely for the Turkish tourists to come to see the tomb.

The municipality has already announced the plans to build better hotels close to the castle where you can see the history. Pap's team still searches for Suleiman's heart which was believed to be buried in a golden urn. Next week, DNA samples of five Turkish **5.** ..... of Ottoman princesses will be taken to be matched with the samples from the tomb area.

Turkish ambassador in Budapest Şakir Fakili also says that Hungary and Türkiye have shared cultural heritage so they have much in common. He adds that there are many Turks who are wealthy and can **6.** ..... to travel to Szigetvar for their ancestors.

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## 23. Read the news and fill in the blanks with the vocabulary items in boxes.

**(F1)**

Ask students to read the news quickly to guess the missing vocabulary items in the paragraphs. Remind them that parts of speech and grammar rules such as singular-plural forms or tenses are also good clues for them while completing the text with the given words. Once they are finished, ask them to check their answers with their partners. Finally, check the answers with the class. This exercise also develops students' scanning skills by making them look for specific information.

***Answer Key:***

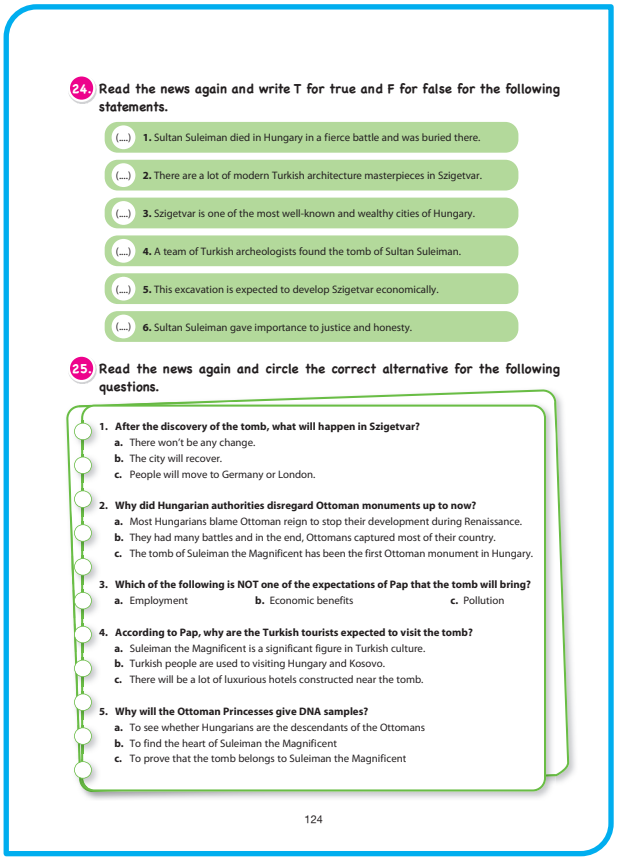
| | |
|---|---|
| ***1. impoverished*** | ***2. extinguished*** |
| ***3. defenders*** | ***4. excavations*** |
| ***5. descendants*** | ***6. afford*** |

## 24. Read the news again and write T for true and F for false for the following statements.

**(F1, R1)**

Tell students to scan the text and decide which sentences are true and which are false. You may ask for justification for the false answers by asking them to make the false sentences true. Monitor them during the activity and help them if necessary. They can use their dictionaries if they need. When they finish the task, elicit the answers.

***Answer Key:*** ***1. T, 2. F, 3. F, 4. F, 5. T 6. T***



24 Read the news again and write T for true and F for false for the following statements.

(....) **1.** Sultan Suleiman died in Hungary in a fierce battle and was buried there.

(....) **2.** There are a lot of modern Turkish architecture masterpieces in Szigetvar.

(....) **3.** Szigetvar is one of the most well-known and wealthy cities of Hungary.

(....) **4.** A team of Turkish archeologists found the tomb of Sultan Suleiman.

(....) **5.** This excavation is expected to develop Szigetvar economically.

(....) **6.** Sultan Suleiman gave importance to justice and honesty.

25 Read the news again and circle the correct alternative for the following questions.

1. **After the discovery of the tomb, what will happen in Szigetvar?**
   a. There won't be any change.
   b. The city will recover.
   c. People will move to Germany or London.
2. **Why did Hungarian authorities disregard Ottoman monuments up to now?**
   a. Most Hungarians blame Ottoman reign to stop their development during Renaissance.
   b. They had many battles and in the end, Ottomans captured most of their country.
   c. The tomb of Suleiman the Magnificent has been the first Ottoman monument in Hungary.
3. **Which of the following is NOT one of the expectations of Pap that the tomb will bring?**
   a. Employment b. Economic benefits c. Pollution
4. **According to Pap, why are the Turkish tourists expected to visit the tomb?**
   a. Suleiman the Magnificent is a significant figure in Turkish culture.
   b. Turkish people are used to visiting Hungary and Kosovo.
   c. There will be a lot of luxurious hotels constructed near the tomb.
5. **Why will the Ottoman Princesses give DNA samples?**
   a. To see whether Hungarians are the descendants of the Ottomans
   b. To find the heart of Suleiman the Magnificent
   c. To prove that the tomb belongs to Suleiman the Magnificent

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**25. Read the news again and circle the correct alternative for the following questions.**

**(F1, R1)**

Tell students to read the news again and answer the questions in pairs. Monitor them as they do the task with their partners and do not interfere unless they need help. After they are finished, ask them to share their answers with the rest of the class.

***Answer Key:*** ***1. b, 2. a, 3. c, 4. a, 5. c***

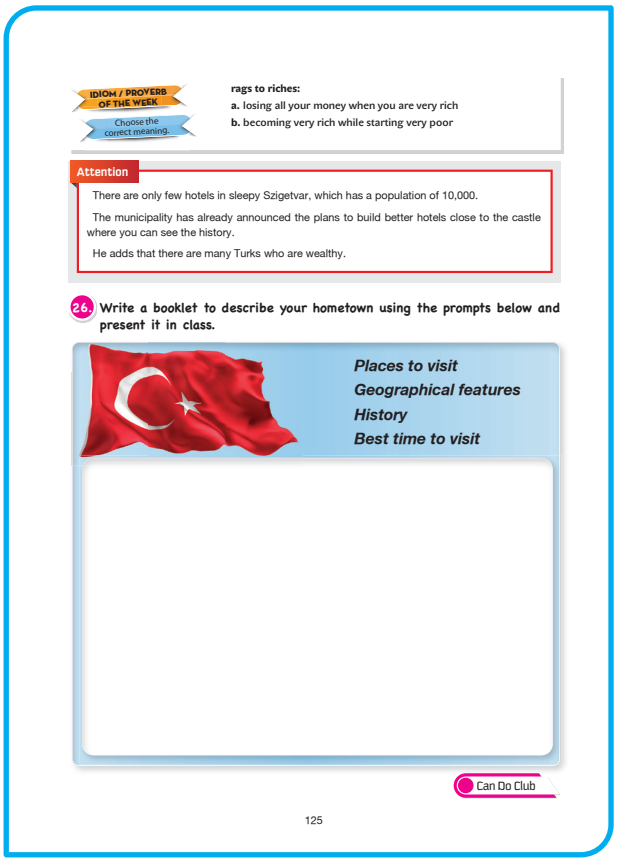
## IDIOM / PROVERB OF THE WEEK

Remind students what they did in the previous idiom / proverb of the week section and ask them to discuss the meaning of this idiom / proverb and ask them to think about other situations in which they can use this idiom / proverb.

***Answer Key:*** ***b***

## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 151 and do the exercises.




**26. Write a booklet to describe your hometown using the prompts below and present it in class.**

**(F1, W2)**

Tell students that they will be describing their hometowns using the prompts given. Allocate some brainstorming time for them so that they can organize their ideas to turn into a booklet. When they are finished, ask them to present it in class. You may also ask students to vote for the best three presentations by providing them with a simple presentation rubric such as the one below:

| Category | Scoring Criteria | Total Points | Score |
|---|---|---|---|
| **Organization (5 points)** | Information is presented in a logical sequence. | 5 | |
| **Content (5 points)** | Presentation contains accurate information. | 1.5 | |
| | Material is relevant to the overall purpose. | 1.5 | |
| | Appropriate amount of material is prepared. | 2 | |
| **Presentation (5 points)** | Speaker maintains good eye contact with the audience. | 1 | |
| | Speaker uses a clear, audible voice. | 1 | |
| | Language skills and pronunciation are good. | 1 | |
| | Visual aids are well prepared, informative, and effective | 1 | |
| | Length of presentation is within the assigned time limits. | 1 | |
| **Score** | **Total Points** | **15** | |

*(Adapted from: hplengr.engr.wisc.edu/Rubric_Presentation.doc)*

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 142 and fill in the table.

## THEME 9 ATTENTION ANSWER KEY

**1. Complete the sentences using "who", "which", "that", "where", "—".**

1. where
2. who
3. where
4. which / —
5. who / —

**2. Read the following sentences and underline the correct alternative.**

1. —
2. who
3. —
4. where
5. which

**3. Rewrite the following sentences using the prompts given in parentheses.**

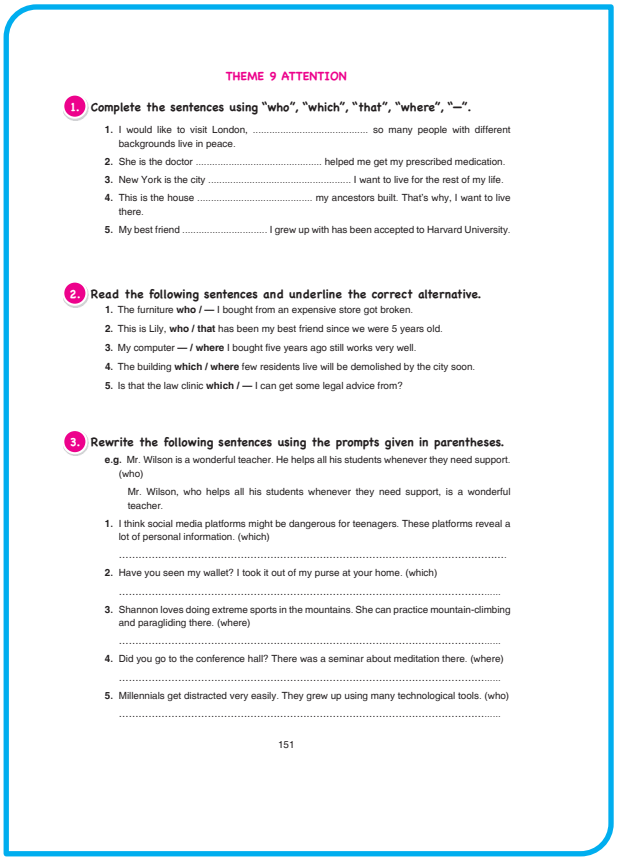
1. I think social media platforms which reveal a lot of personal information might be dangerous for teenagers.

2. Have you seen my wallet that I took out of my purse at your home?

3. Shannon loves doing extreme sports in the mountains where she can practice mountain-climbing and paragliding.

4. Did you go to the conference hall where there was a seminar about meditation?

5. Millennials who grew up using many technological tools get distracted very easily.



THEME 9 ATTENTION

**1.** **Complete the sentences using "who", "which", "that", "where", "—".**

1. I would like to visit London, ..... so many people with different backgrounds live in peace.
2. She is the doctor ..... helped me get my prescribed medication.
3. New York is the city ..... I want to live for the rest of my life.
4. This is the house ..... my ancestors built. That's why, I want to live there.
5. My best friend ..... I grew up with has been accepted to Harvard University.

**2.** **Read the following sentences and underline the correct alternative.**

1. The furniture **who / —** I bought from an expensive store got broken.
2. This is Lily, **who / that** has been my best friend since we were 5 years old.
3. My computer **— / where** I bought five years ago still works very well.
4. The building **which / where** few residents live will be demolished by the city soon.
5. Is that the law clinic **which / —** I can get some legal advice from?

**3.** **Rewrite the following sentences using the prompts given in parentheses.**

**e.g.** Mr. Wilson is a wonderful teacher. He helps all his students whenever they need support. (who)

Mr. Wilson, who helps all his students whenever they need support, is a wonderful teacher.

1. I think social media platforms might be dangerous for teenagers. These platforms reveal a lot of personal information. (which)

.....

2. Have you seen my wallet? I took it out of my purse at your home. (which)

.....

3. Shannon loves doing extreme sports in the mountains. She can practice mountain-climbing and paragliding there. (where)

.....

4. Did you go to the conference hall? There was a seminar about meditation there. (where)

.....

5. Millennials get distracted very easily. They grew up using many technological tools. (who)

.....

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**NOTES**

# THEME 9 WORKBOOK

**1.** Are you a good friend? Do the test and find out.

Students' own answers

I .....

1. start contact between the two of us first (by calling, e-mailing, sending an invitation to an event, etc.).
never rarely sometimes always

2. create a supportive atmosphere, being cheerful, encouraging, and caring enough to make the other person feel good.
never rarely sometimes always

3. prepare a special event (a dinner or fun activity) for both of us to do together.
never rarely sometimes always

4. stand up for the friend with other people; defend or support her/him when people aren't treating her/him well.
never rarely sometimes always

5. focus on the other person's problems; offer empathy, understanding, kindness and comfort.
never rarely sometimes always

6. help out with the other person's life: show up to take care of things when the other is ill; take care of pets, plants, children while the friend is out of town.
never rarely sometimes always

7. compliment the other person's looks, intelligence, talent, importance, and other qualities.
never rarely sometimes always

8. help the other person feel better after unpleasant interactions with others such as issues at the office.
never rarely sometimes always

If your "never" answers are more, you are a lone wolf. We can't believe you have friends! You should live by yourself in a forest!

If your "rarely" answers are more, there is a chance for improvement, but not much. At least, you have done something nice for a person once or twice.

If your "sometimes" answers are more, you are a careful person that tries to do the right thing for others, but you can put some more effort. Why not?

If your "always" answers are more, you are the dream "bff" for everyone! Your friends are so lucky! We hope they appreciate having you as a friend!



**2.** Read the following text and complete it with the vocabulary items from the box. There are two extra words.

| | | | | |
|---|---|---|---|---|
| accomplished | reveal | talkative | conduct | descendant |
| celebrity | afford | hard-working | nominee | |

My best friend Waleed is a great guy. He is tall, dark, and very handsome. He is also very **1.** talkative ; he likes to chat with everyone. He can be friends with people in a second. That's why he is like a/n **2.** celebrity in our neighborhood. Everyone knows him. It's not just his friendly personality that makes everyone like Waleed. He is also the most **3.** hard-working student in our school. He always gets the highest grades in exams and prepares the best assignments. He studies all the time. In fact, in the future, he dreams of becoming a/n **4.** accomplished scientist. He is very interested in astrophysics. As a result, he likes to **5.** conduct research on topics in this field to learn more about Astrophysics. Actually, right now, he is a/n **6.** nominee for a prize for young minds in Physics. The results will be announced in two weeks. We can't wait to hear the winner! If he wins the prize, he is going to spend the money to buy a new bicycle for himself because he can't **7.** afford to buy a new one just by saving his allowance.

I am lucky to have him as my friend. He is always there when I need a shoulder to cry on and I will always be there for him, too.

**3.** Match the sentences with the correct parts.

(d) 1. It was in Brazil
(g) 2. That's my sister
(f) 3. Do you know the boy
(a) 4. That's the store
(b) 5. I don't like dresses
(c) 6. He lives in the house
(e) 7. Jane is a model student

a. where they sell stationary for cheap prices.
b. which look vintage.
c. that has a huge backyard and a garage.
d. where the Olympic games were held.
e. that everyone looks up to.
f. who was accepted to Harvard University?
g. who has won the chess tournament.



**4.** Read the following sentences and combine them using the prompts given.

1. We all need friends. They love and support us whenever we need them. **(who)**

We all need friends who love and support us whenever we need them.

2. Maldives is a tropical island. Most people prefer to have their vacation there. **(where)**

Maldives, where most people prefer to have their vacation, is a tropical island.

3. Chess is a popular game. It is played by thousands of people around the world. **(that)**

Chess is a popular game that is played by thousands of people around the world.

4. Sequoias are trees. They are found in California, United States. **(which)**

Sequoias are trees which are found in California, United States.

5. Community colleges are great places. People with fewer opportunities can afford to take classes there. **(where)**

Community colleges where people with fewer opportunities can afford to take classes are great places.



**5.** Work in pairs. Do a research and find out what these words mean.

1. A chandler is a person who makes or sells candles.
2. A ferrule is a metal thing that secures a pipe joint.
3. A wrinkle chaser is a person who irons wrinkles from shoes.
4. Overmorrow is a word which means the day after tomorrow. .....
5. A biblioklept is a person who steals books. .....

**6.** Complete the story with your own words and write an ending for it.

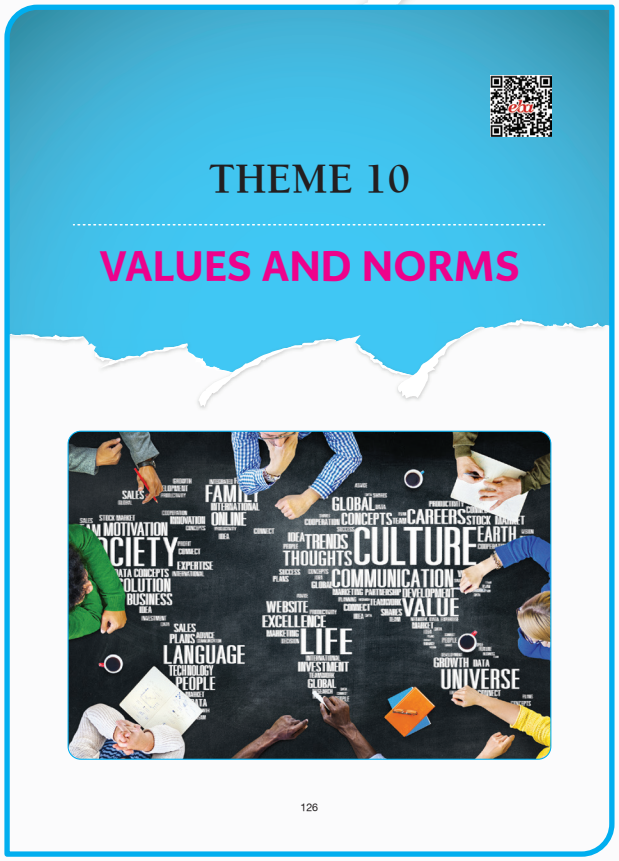
Once there was a country where ..... . In this country, there was a king who ..... He had a castle which ..... Students' own answers ..... . He had a daughter that ..... and a son who ..... .
One day, a prince arrived at the king's land and ..... .

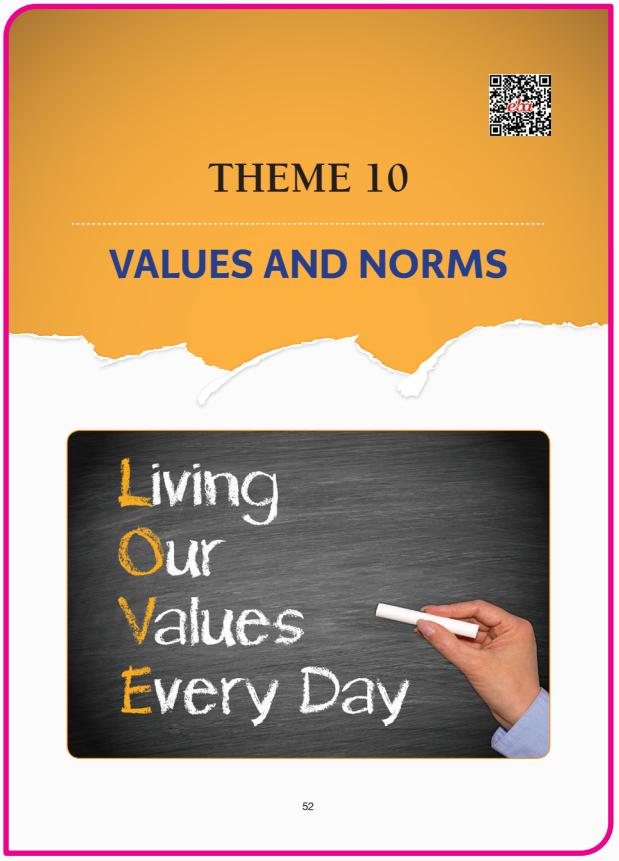
**7.** Answer the following questions in 5 minutes. Use the pictures as clues. Then, share your answers with your partner.

1. A place where people make sandcastles: beach
2. A thing that people use to cut wood: axe
3. A person who grows crops: farmer
4. An animal that makes webs: spider
5. A place where people can see old things and learn about history: museum

# THEME 10

# VALUES AND NORMS



**FUNCTIONS (F)**

**F1** Expressing opinions

**F2** Exchanging ideas

**F3** Making comments

**SKILLS**

**Listening (L)**

**L1** Students will be able to identify the topic and the main idea of a recorded text/ video.

**Pronunciation (P)**

**P1** Students will be able to practice the sounds of /i:/ and /aɪ/ e.g. neither / ˈ niðər/, either / ˈ i:ðər/

**Speaking (S)**

**S1** Students will be able to exchange ideas about values and practices.

**S2** Students will be able to make comments about moral values and norms in different cultures.

**Reading (R)**

**R1** Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies.

**Writing (W)**

**W1** Students will be able to write an essay about the importance and effects of values and norms in society.

**W2** Students will be able to write slogans about spiritual, moral and social values.

**Warm Up**

Form groups of four and ask them to discuss about Turkish values and norms. Tell them to make lists. When they finish, make them write these lists on the board and talk about the common ones.

**NOTES**

**1. In pairs, complete the chart with the following concepts.**

**(F1, F2, S1)**

Before doing this exercise, you may ask students to brainstorm about what value and norm means and tell them to find examples for each. Allow them to discuss these concepts in groups, then, elicit answers from students individually. Once they are finished, you could explain the concepts value and norm and give the examples below taken from (http://sociologydictionary.org/value/ and http://sociologydictionary.org/norm/)

Value: A belief, ideal, or principle that a person or group has that determines what is correct, desirable, and proper.

**Example:** Honesty or a strong work ethic.

Norm: The rules or expectations that determine and regulate appropriate behavior within a culture, group, or society.

**Example:** People are expected not to steal from others.

Once the concepts are clear for students, tell them to do the exercise in pairs. After they are finished, elicit answers from them individually.

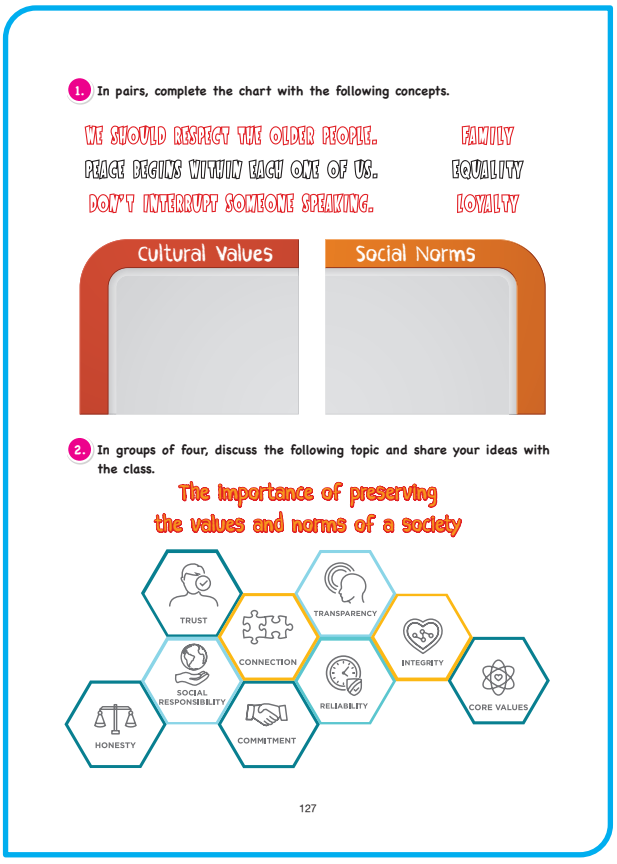
***Answer Key:***

***Cultural values:***

- ***Family***
- ***Loyalty***
- ***Equality***

***Social norms:***

- ***We should respect the older people.***
- ***Peace begins within each one of us.***
- ***Don't interrupt someone speaking.***




**2. In groups of four, discuss the following topic and share your ideas with the class.**

**(F1, F2, F3, S1)**

As you have established the foundation for the essential concepts of this theme, tell students that they will be analyzing and talking about values and norms throughout this theme. First, make sure that they know the concepts in the visuals and then ask them to read the topic and think about it for 3 minutes before discussing their ideas with their group members for 3 minutes again. When time is up, you can ask groups to share their ideas with other groups for 5 minutes.

***Answer Key:*** ***Students' own answers***

**NOTES**

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**3. Read the sayings below and discuss what they mean.**

**(F1, F2, F3, S1, S2)**

Before students do the activity, you may give some brief information about the people in the pictures or ask them whether they recognize these people and know about their significance. After that, tell students to discuss these sayings as pairs or in groups for 5 minutes and then share their ideas with the rest of the class.

***Suggested Answers:***

***1. Because Allah created everything, it is our duty to love and care for everything around us.***

***2. It's important to reflect one's personality in an honest way.***

***3. The culture of a nation is reflected in the soul of its people.***

**4. Work in groups and write slogans about spiritual, moral and social values of our society.**

**(F1, F2, F3, W2)**

Tell students that they will be writing slogans about different types of values of our society. Allow them to brainstorm first so that they can gather and organize their thoughts on the subject. Once they are finished, ask them to share their ideas with the rest of the class. As a wrap-up activity, you might ask students to write their slogans on posters and put them on the walls of your classroom.

***Answer Key:*** ***Students' own answers***

**NOTES**

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**NOTES**

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## 5. Discussion Time

**(F1, F2, F3, S1, S2)**

Ask students to read the questions and think about them for three minutes. Then, elicit answers from students individually.

***Answer Key:* Students' own answers**

## 6. Listen to a part of a lecture from a sociology class and complete the chart about values.

**(L1)**

Tell students that they will be listening to a part of a sociology class about values. Before listening, encourage them to guess what kind of things the professor will be talking about. Ask them to take notes so that they can check if they guessed correctly after listening.

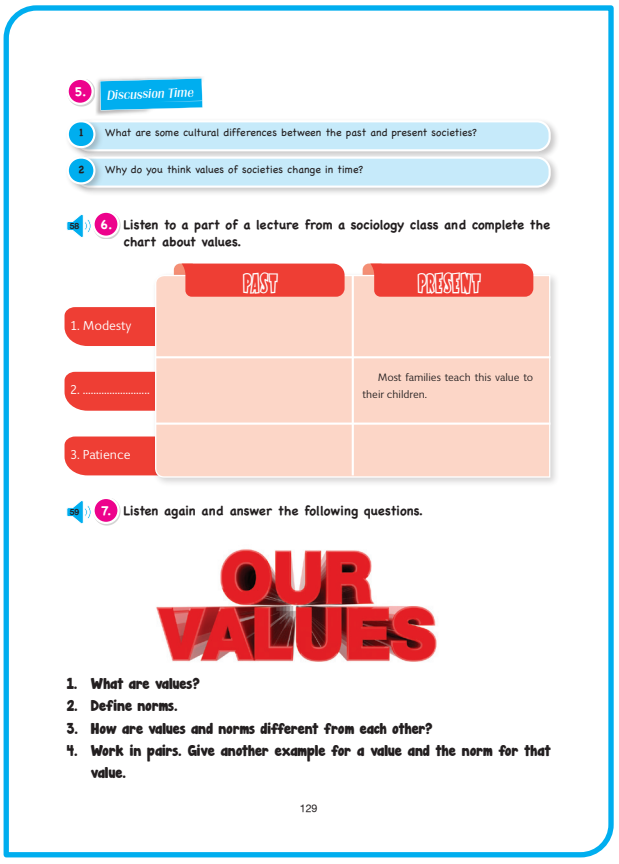
**Tapescript 58**

**Teacher:** Good afternoon everyone. I hope you had a good lunch and you feel refreshed because today we have a lot to cover. First, we will look at what values and norms are. Of course, we will look at these concepts from a sociological perspective. Then, we will compare the values and norms of societies in the past and present. Alright, let's start.

What is the definition of values? Values are cultural standards for a society. In other words, they are general beliefs about what is important and what is right for a society. Values provide the basis for social behavior in a society. OK. Now, let's take a look at what social norms are. Norms are standards, rules, guides and expectations for actual behavior.

So, what is the difference between values and norms? Let me give you an example: Honesty is a general value; it's a general belief that people should be honest. Norm is the expectation that students will not cheat in the examinations and be honest about their performance. Is this clear?

**Student 1:** Teacher, can you give another example?


5. Discussion Time

1. What are some cultural differences between the past and present societies?
2. Why do you think values of societies change in time?

58 6. Listen to a part of a lecture from a sociology class and complete the chart about values.

| | PAST | PRESENT |
|---|---|---|
| 1. Modesty | | |
| 2. ..... | | Most families teach this value to their children. |
| 3. Patience | | |

58 7. Listen again and answer the following questions.

OUR VALUES

1. What are values?
2. Define norms.
3. How are values and norms different from each other?
4. Work in pairs. Give another example for a value and the norm for that value.

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**Teacher:** Sure. Helpfulness is a value, OK? Society expects you to be helpful. Norm is the behavior you show about this value. For example, when you see an old person carrying heavy bags, you are expected to help that person and this is the norm. Is this clear?

**Student 1:** Yes, teacher. Thank you.

**Teacher:** You're welcome. Now, let's take a look at the norms and values of societies in the past and present. In general, we can say that most values don't change in time, but their importance increases or decreases depending on the time period lived in. Let's take the example of modesty. In the past being modest was highly valued in most societies. In other words, not showing off what you have or who you are or what you do was important. No one knew who was rich or poor because even rich people led modest and simple lives. This seems to have changed in today's modern societies. Now people try to show others how rich they are, how smart they are, or how popular they are. I think all societies should think about that.

So, class, what do you think about the values of the modern world? Yes, Ahmet?

**Student 2:** I believe the values of the modern world are more materialistic. But there are good things, too. For example, self-confidence was not an important value, in fact, people thought it was rude to look self-confident, but now most parents teach their children to be self-confident, which is very good for personal development.

**Student 1:** I agree with you. However, other important values are ignored. For example, being patient about anything was an important value in the past; it was a sign of wisdom and integrity, but now people can't wait for anything! They want things to happen fast and easy. But, in the past, people were patient and more understanding.

**Teacher:** I agree with both of you. Now, let's take a break and when we come back, we'll talk more about values and norms.

***Answer Key:***

***1. Modesty***

***Past: It was highly valued. People didn't like showing off.***

***Present: People show everything about themselves: wealth, intelligence, popularity.***

***2. Self-confidence***

***Past: It was rude to look self-confident.***

***Present: Most families teach this value to their children.***

***3. Patience***

***Past: It was a sign of wisdom and integrity.***

***Present: People can't wait for anything! They want things to happen fast and easy.***

**NOTES**

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**7. Listen again and answer the following questions.**

**(L1)**

Before listening, ask students to work in pairs and read the questions and predict the answers. After listening ask them whether they have had any correct predictions.

**Tapescript 59**

It is the same as Tapescript 58.

***Answer Key:***

***1. Values are cultural standards for a society. / they are general beliefs about what is important and what is right for a society.***

***2. Norms are standards, rules, guides and expectations for actual behavior.***

***3. Honesty is a general value or belief that people should be honest. Norm is the expectation that students will not cheat in the examinations and be honest about their performance. / Helpfulness is a value and helping an old person carrying bags is the norm.***

***4. Suggested answer: Patriotism is a value and working to improve life in any way in your country is the norm.***

**NOTES**

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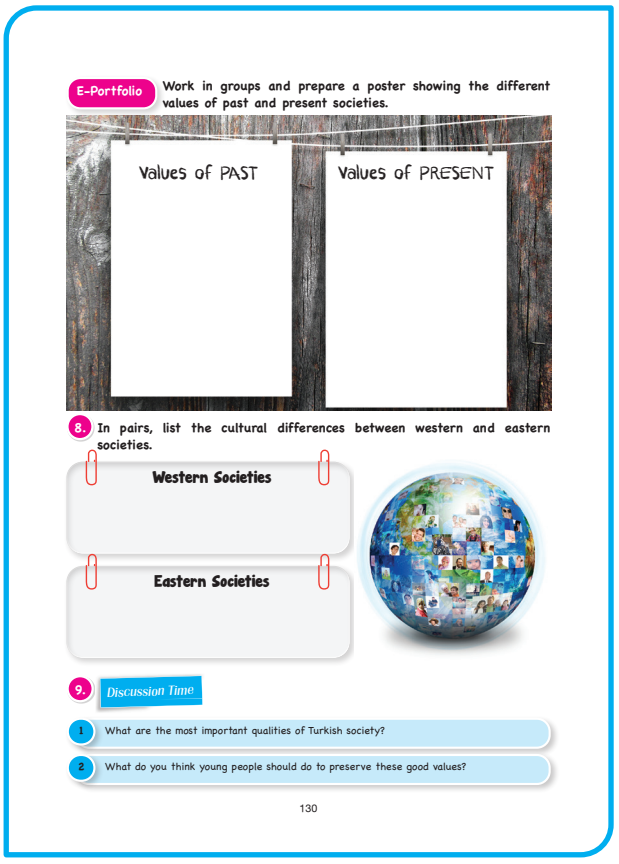
## E-portfolio

**Work in groups and prepare a poster showing the different values of past and present societies.**

**(F1, F2, F3, S1)**

Tell students that they will be preparing posters showing the different values of societies in the past and present in groups. Encourage them to use ideas from the listening extract as well. Allow them to work on their posters for 10 minutes and then, ask students to pick a group member to come to the board with their posters to share the ideas on it with the rest of the class.

***Answer Key:*** ***Students' own answers***




## 8. In pairs, list the cultural differences between western and eastern societies.

**(F1, F2, F3, S1, S2)**

Ask students to think about cultural differences between western and eastern societies in pairs and elicit answers for students individually. You might give an example such as individualism over groups in western societies whereas it's group over individualism in eastern societies in order to further students' understanding of what is expected of them.

***Answer Key:*** ***Students' own answers***

## 9. Discussion Time

**(F1, F2, F3, S1)**

Tell students to think about the questions individually and then elicit answers from them. You can use the board to take note of the qualities students come up with for Turkish society.

***Answer Key:*** ***Students' own answers***

**NOTES**

## 10. Read the text and match the main ideas with the paragraphs.

**(R1)**

Before students start doing the activity, ask students to scan the text very quickly to predict what the topic of the text might be. After you elicit answers from students individually, tell them to read the text and match the main ideas with the paragraphs.

***Answer Key:*** *1. b, 2. c, 3. a*

10. Read the text and match the main ideas with the paragraphs.

a. Public benefit and united behavior shape this kind of society.
b. There are different values in different cultures.
c. Members of this type of society only consider their own profit.

(....) 1. Social values and principles are shaped and transferred to the next generations in a national culture, and this is done unconsciously. People might be unaware of their own values until they encounter someone who has different attitudes. In example, working with a colleague from another country may turn into a challenging experience as values may vary immensely. Thus, it is important to learn and embrace these differences in order to communicate effectively with people from other cultures. To do this, understanding the differences between individualistic and collectivistic societies is essential.

INDIVIDUALIST

(....) 2. Individualistic societies are formed by people who define themselves in terms of 'I' and they are mostly focused on themselves. The mostly valued norms are not only autonomy but also independent thought in these societies. Behaviors are shaped by both the personal needs and aims. Bonds between members are not strong and nuclear families are more common than extended families. Although social relations seem more frequent, they are neither intimate nor close.

Western societies are a good example. Therefore, while communicating with a person from European countries, these characteristics should be considered and understand that person without judgement.

(....) 3. Collectivistic societies are formed by people who define themselves in terms of 'we' and they are focused on the members of the society. The mostly valued norms are both social interdependence and collective benefit. Behaviors are shaped by not only interactive bonds but also responsibilities; hence, shared living is underlined. To them, many a little makes a mickle. Extended families such as close relationships with uncles, aunts, and grandparents are common so loyalty is not questioned within family. People favor group activities and relationships are intimate. Türkiye is a good example. Turkish people have shared values and they lead a decent life acting accordingly. To illustrate, while hosting guests, Turkish people are not only hospitable but also generous. They serve the best to their guests to share what they possess as this is a collectivistic society regulation: shared living.

collectivist

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## 11. Read again and answer the questions.

**(R1)**

Ask students to answer the comprehension questions individually. Then tell them to exchange their answers with their partners so that they can peer-check each other's answers while you give the answers to the questions.

***Answer Key:***

***1. Social values and principles are shaped and transferred to the next generations in a national culture, and this is done unconsciously.***

***2. In order to communicate effectively with people from other cultures.***

***3. Students' own answers.***

***4. Suggested answer:***

***•Valued norms: autonomy and independent thought***

***• Family structure: nuclear families are common, bonds aren't very strong***

***• Social interactions: they are frequent, but not intimate or close***

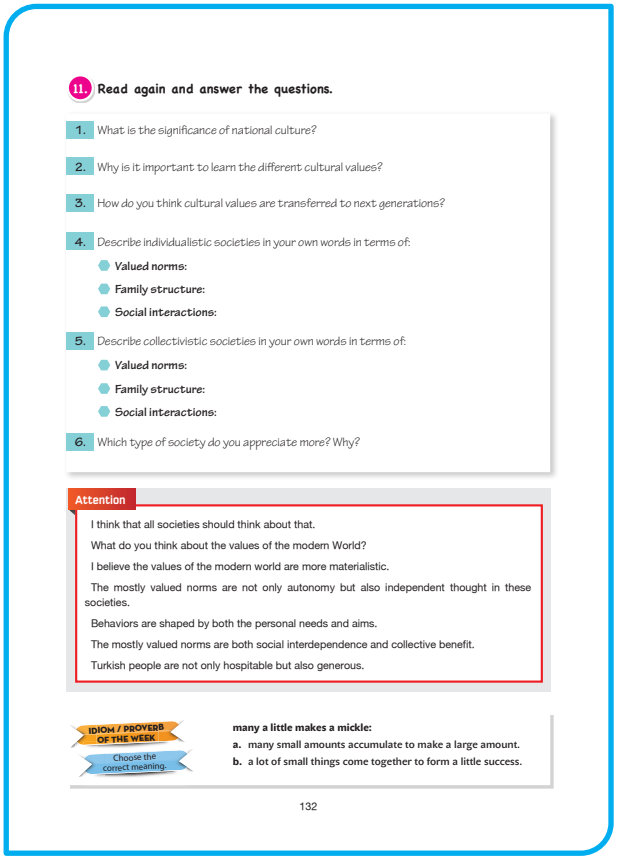
***5. Suggested answer:***

***• Valued norms: social interdependence and collective benefit***

***• Family structure: Extended families such as close relationships with uncles, aunts, and grandparents are common so loyalty is not questioned within family***

***• Social interactions: People favor group activities and relationships are intimate.***

***6. Students' own answers***



11. Read again and answer the questions.

1. What is the significance of national culture?
2. Why is it important to learn the different cultural values?
3. How do you think cultural values are transferred to next generations?
4. Describe individualistic societies in your own words in terms of:
   - Valued norms:
   - Family structure:
   - Social interactions:
5. Describe collectivistic societies in your own words in terms of:
   - Valued norms:
   - Family structure:
   - Social interactions:
6. Which type of society do you appreciate more? Why?

Attention

I think that all societies should think about that.
What do you think about the values of the modern World?
I believe the values of the modern world are more materialistic.
The mostly valued norms are not only autonomy but also independent thought in these societies.
Behaviors are shaped by both the personal needs and aims.
The mostly valued norms are both social interdependence and collective benefit.
Turkish people are not only hospitable but also generous.

IDIOM / PROVERB OF THE WEEK
Choose the correct meaning.

**many a little makes a mickle:**
a. many small amounts accumulate to make a large amount.
b. a lot of small things come together to form a little success.

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## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 152 and do the exercises.

## IDIOM / PROVERB OF THE WEEK

Remind students what they did in the previous idiom / proverb of the week section and ask them to discuss the meaning of this idiom / proverb and ask them to think about other situations in which they can use this idiom / proverb.

***Answer Key:*** ***a***

**12. In pairs, prepare a survey chart about moral values and norms in different cultures. Walk around the class, discuss and complete the survey chart with another pair. Then, share your answers with the rest of the class.**

**(F1, F2, F3, S2)**

Tell students to brainstorm about what kind of questions could be included in a survey about moral values and norms in different cultures. Then, tell them to prepare the survey chart. Once they are finished, encourage them to walk around the class and complete the survey chart with other students.

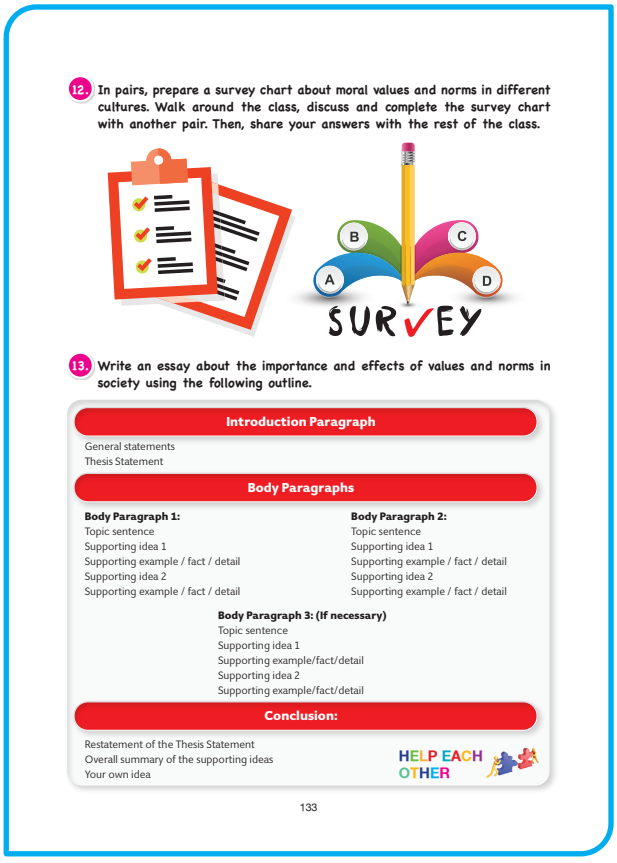
***Answer Key:*** ***Students' own answers***

**13. Write an essay about the importance and effects of values and norms in society using the following outline.**

**(W1)**

Before students start doing this writing activity, encourage them to remember the basic guidelines on how to write an essay using the outline given. Remind them how important it is to brainstorm and organize ideas into an outline before actual writing takes place.

***Answer Key:*** ***Students' own answers***


12. In pairs, prepare a survey chart about moral values and norms in different cultures. Walk around the class, discuss and complete the survey chart with another pair. Then, share your answers with the rest of the class.



13. Write an essay about the importance and effects of values and norms in society using the following outline.

**Introduction Paragraph**

General statements
Thesis Statement

**Body Paragraphs**

**Body Paragraph 1:**
Topic sentence
Supporting idea 1
Supporting example / fact / detail
Supporting idea 2
Supporting example / fact / detail

**Body Paragraph 2:**
Topic sentence
Supporting idea 1
Supporting example / fact / detail
Supporting idea 2
Supporting example / fact / detail

**Body Paragraph 3: (If necessary)**
Topic sentence
Supporting idea 1
Supporting example/fact/detail
Supporting idea 2
Supporting example/fact/detail

**Conclusion:**

Restatement of the Thesis Statement
Overall summary of the supporting ideas
Your own idea

HELP EACH OTHER

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## HELP EACH OTHER

Tell your students to work in pairs and read their friend's essay to give them feedback by using the mini-rubric given in theme 1 page 19.

## NOTES

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## 14. Discussion Time

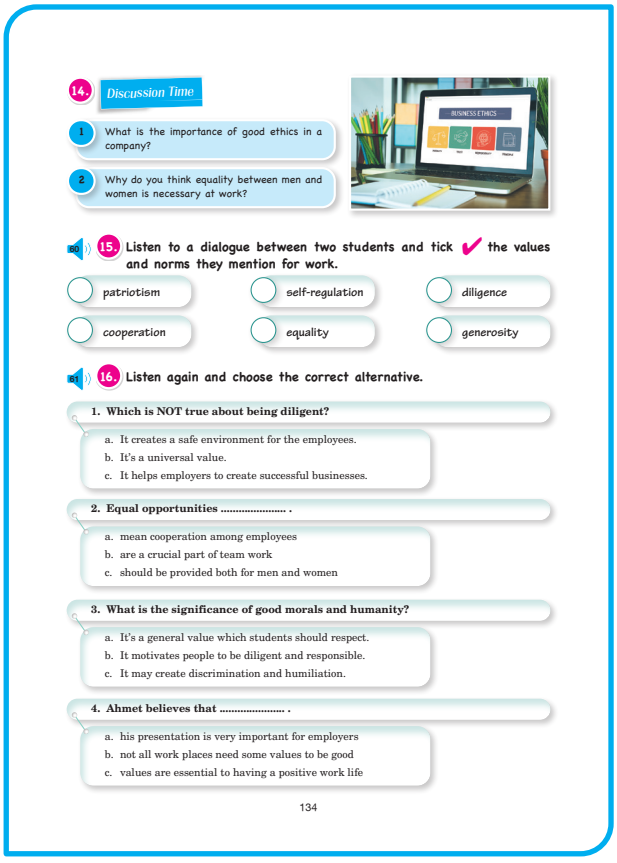
**(F1, F2, F3)**

Tell students to read and think about these questions before you elicit answers from them individually. Once they are done organizing their ideas, ask them to share them with the rest of the class.

## 15. Listen to a dialogue between two students and tick (✔) the values and norms they mention for work.

**(L1)**

Before listening, make sure that students know the meaning of the values mentioned. Then, ask them to make their own predictions about which of the values will be mentioned in the dialogue. Once they listen, elicit answers from students individually. Finally, ask students whether their guesses were accurate or not.



14. Discussion Time

1 What is the importance of good ethics in a company?

2 Why do you think equality between men and women is necessary at work?

15. Listen to a dialogue between two students and tick ✔ the values and norms they mention for work.

patriotism | self-regulation | diligence

cooperation | equality | generosity

16. Listen again and choose the correct alternative.

1. Which is NOT true about being diligent?
   a. It creates a safe environment for the employees.
   b. It's a universal value.
   c. It helps employers to create successful businesses.

2. Equal opportunities ..... .
   a. mean cooperation among employees
   b. are a crucial part of team work
   c. should be provided both for men and women

3. What is the significance of good morals and humanity?
   a. It's a general value which students should respect.
   b. It motivates people to be diligent and responsible.
   c. It may create discrimination and humiliation.

4. Ahmet believes that ..... .
   a. his presentation is very important for employers
   b. not all work places need some values to be good
   c. values are essential to having a positive work life

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**Tapescript 60**

**Ahmet:** Hey Gloria! How are you? Have you finished your presentation about the values and norms for work?

**Gloria:** Hi, Ahmet. I'm OK, thank you. And no, I haven't finished it yet. What about you?

**Ahmet:** No, but I'm almost there.

**Gloria:** Good for you. So which values did you put in your homework?

**Ahmet:** Well, first of all, being diligent is very important in work life. We should all value diligence, especially the employers should do that if they want their businesses to be successful. I think diligence is a universal value, not a local one only for some societies. It's for everyone both in school and at work. So I put that in my presentation.

**Gloria:** I agree. Team work is also quite important. Cooperation between employees creates a safe working atmosphere and allows people to feel secure and equal.

**Ahmet:** That's right. Equality is very important and neither men nor women deserve inequality. Also, all ethnic groups should have equal opportunities. How do people feel when they are exposed to discrimination, humiliation, violation? This is a question we should all think about when it comes to values and norms for work. We need a work environment free from all these negative things.

**Gloria:** That's true. These are general values about work. To be more specific, we can talk about the qualities of a good company and I think a good company supports both good morals and humanity. People spend most of their time at work, so it's very important to be in a kind and gentle environment, where people are motivated to work diligently and share responsibility. So, have you mentioned everything we talked about now in your presentation?

**Ahmet:** Actually, I did. And I added many other values as well because in the future, I want my work life to be a positive experience. And I want to start working on it as early as possible. So, this presentation could create some awareness about values in a work place.

**Gloria:** You're right. You can either wait for a change or you make a change in life, right? Well, after our small talk, I feel more motivated to do my homework. Would you mind helping me with my presentation?

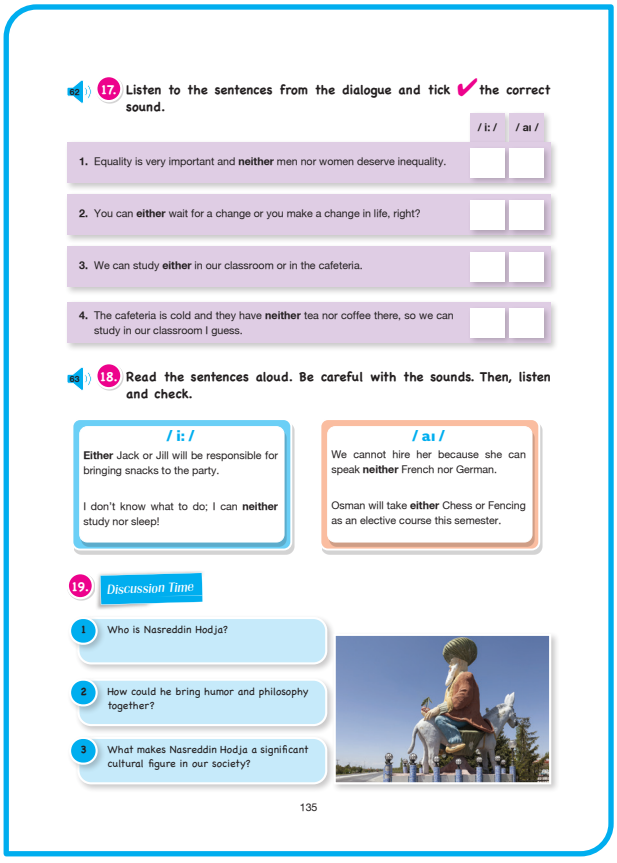
**Ahmet:** Sure. We can study either in our classroom or in the cafeteria. You pick the place.

**Gloria:** The cafeteria is cold and they have neither tea nor coffee there, so we can study in our classroom I guess.

**Ahmet:** Alright, then. I'll meet you there in half an hour.

***Answer Key:***

***diligence, equality, cooperation***



17. Listen to the sentences from the dialogue and tick ✔ the correct sound.

| | /i:/ | /aɪ/ |
|---|---|---|
| 1. Equality is very important and **neither** men nor women deserve inequality. | | |
| 2. You can **either** wait for a change or you make a change in life, right? | | |
| 3. We can study **either** in our classroom or in the cafeteria. | | |
| 4. The cafeteria is cold and they have **neither** tea nor coffee there, so we can study in our classroom I guess. | | |

18. Read the sentences aloud. Be careful with the sounds. Then, listen and check.

/ i: /

**Either** Jack or Jill will be responsible for bringing snacks to the party.

I don't know what to do; I can **neither** study nor sleep!

/ aɪ /

We cannot hire her because she can speak **neither** French nor German.

Osman will take **either** Chess or Fencing as an elective course this semester.

19. Discussion Time

1. Who is Nasreddin Hodja?
2. How could he bring humor and philosophy together?
3. What makes Nasreddin Hodja a significant cultural figure in our society?

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## 16. Listen again and choose the correct alternative.

**(L1)**

Tell students to read the questions before they listen to the dialogue again and ask them to guess the correct answers. Once they are finished with listening, elicit answers from students individually.

**Tapescript 61**

It is the same as Tapescript 60.

***Answer Key:*** ***1. a, 2. c, 3. b, 4. c***

## 17. Listen to the sentences from the dialogue and tick (✔) the correct sound.

**(P1)**

Before this exercise, explain students the difference between American and British pronunciation of the words "neither" and "either". Remind them how phonetic alphabet is used for pronunciation and demonstrate the sounds represented by /i:/ and /aɪ/. Tell students that Americans pronounce the words "neither" and "either" represented by /i:/ in the phonetic alphabet whereas the British pronounce them with /aɪ/ sound. Then, make them listen to the sentences from the dialogue and tick the sounds they hear.

**Tapescript 62**

1. Equality is very important and neither men nor women deserve inequality. **/i:/**

2. You can either wait for a change or you make a change in life, right? **/aɪ/**

3. We can study either in our classroom or in the cafeteria. **/aɪ/**

4. The cafeteria is cold and they have neither tea nor coffee there, so we can study in our classroom I guess. **/i:/**

***Answer Key:***

***1. /i:/ 2. /aɪ/ 3. /i:/ 4. /aɪ/***

## 18. Read the sentences aloud. Be careful with the sounds. Then, listen and check.

**(P1)**

Tell students that they will be practicing these sounds by saying out loud the sentences given. Encourage them to practice loudly in order to motivate them. Then, make them listen to the sentences and recognize the different pronunciation of these sounds.

**Tapescript 63**

**/i:/**

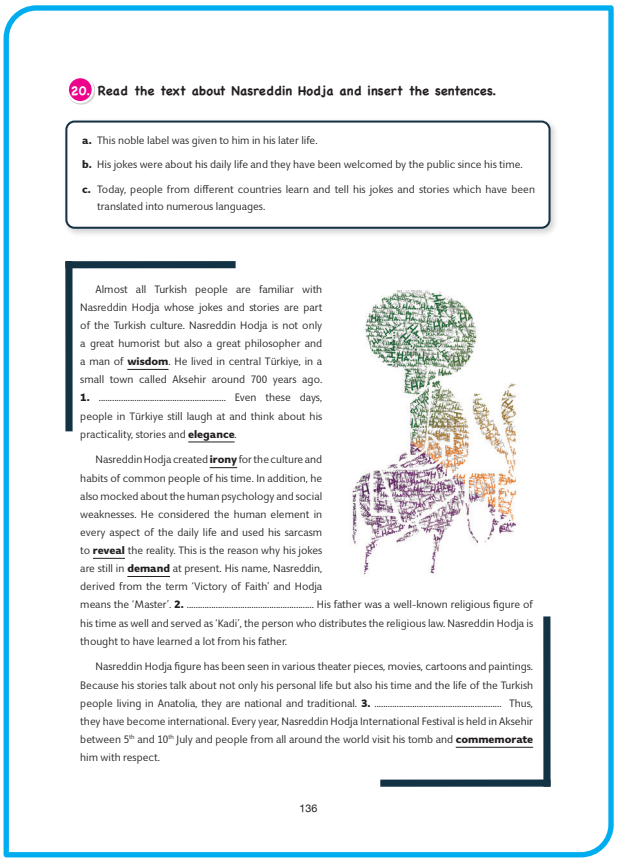
**Either** Jack or Jill will be responsible for bringing snacks to the party.

I don't know what to do; **neither** study nor sleep!

**/aɪ/**

We cannot hire her because she can speak **neither** French nor German.

Osman will take **either** Chess or Fencing as an elective course this semester.



20 Read the text about Nasreddin Hodja and insert the sentences.

a. This noble label was given to him in his later life.

b. His jokes were about his daily life and they have been welcomed by the public since his time.

c. Today, people from different countries learn and tell his jokes and stories which have been translated into numerous languages.

Almost all Turkish people are familiar with Nasreddin Hodja whose jokes and stories are part of the Turkish culture. Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of **wisdom**. He lived in central Türkiye, in a small town called Aksehir around 700 years ago. **1.** ..... Even these days, people in Türkiye still laugh at and think about his practicality, stories and **elegance**.

Nasreddin Hodja created **irony** for the culture and habits of common people of his time. In addition, he also mocked about the human psychology and social weaknesses. He considered the human element in every aspect of the daily life and used his sarcasm to **reveal** the reality. This is the reason why his jokes are still in **demand** at present. His name, Nasreddin, derived from the term 'Victory of Faith' and Hodja means the 'Master'. **2.** ..... His father was a well-known religious figure of his time as well and served as 'Kadi', the person who distributes the religious law. Nasreddin Hodja is thought to have learned a lot from his father.

Nasreddin Hodja figure has been seen in various theater pieces, movies, cartoons and paintings. Because his stories talk about not only his personal life but also his time and the life of the Turkish people living in Anatolia, they are national and traditional. **3.** ..... Thus, they have become international. Every year, Nasreddin Hodja International Festival is held in Aksehir between 5th and 10th July and people from all around the world visit his tomb and **commemorate** him with respect.

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## 19. Discussion time

**(F1, F2, F3)**

Ask students to read the questions and discuss them in pairs before they share their ideas with the rest of the class. You may also encourage students to share some of the Nasreddin Hodja jokes that they know with their classmates.

***Suggested Answers:***

***1. A famous Turkish figure famous for his humor.***

***2. Some of his jokes might criticize some human conditions.***

***3. His unparalleled wit and humor.***

## 20. Read the text about Nasreddin Hodja and insert the sentences.

**(R1)**

Tell students that they will be reading a text on Nasreddin Hodja and ask them what they expect to see in this text. After that, tell them to read the text and insert the sentences. Once they are finished, elicit answers from students individually. Also, ask them whether their expectations about the text were met or not.

***Answer Key:*** ***1. b, 2. a, 3. c***

**NOTES**

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## 21. Read again and complete the summary with ONE word from the text.

**(R1)**

Ask students to work in pairs. Tell them that this time they will be reading the summary of the text they have just read and will be practicing summarizing skills by finding one word to complete the summary. Once they are finished, elicit answers from students individually.

***Answer Key:***

***1. humorist***

***2. 14th***

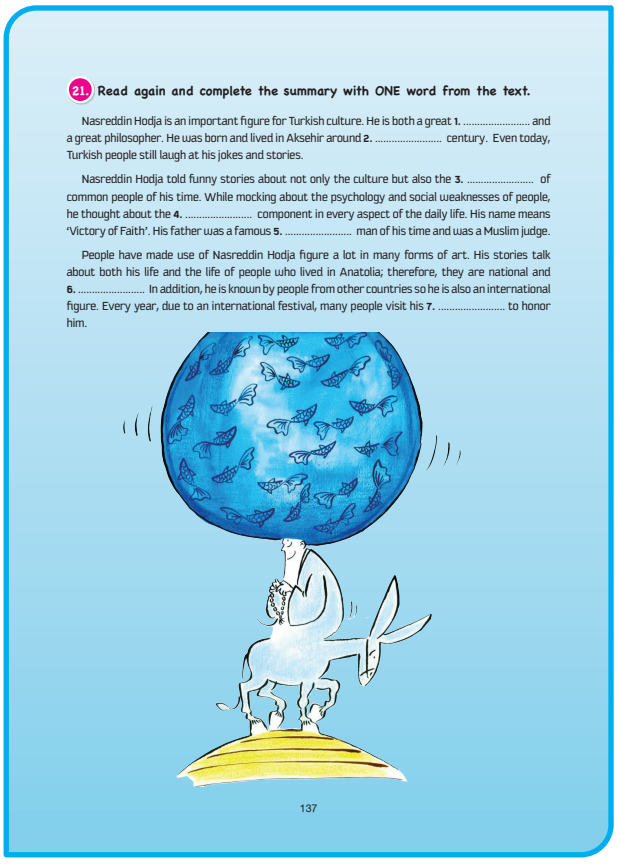
***3. weaknesses***

***4. human***

***5. religious***

***6. traditional***

***7. tomb***



21. Read again and complete the summary with ONE word from the text.

Nasreddin Hodja is an important figure for Turkish culture. He is both a great 1. ..... and a great philosopher. He was born and lived in Aksehir around 2. ..... century. Even today, Turkish people still laugh at his jokes and stories.

Nasreddin Hodja told funny stories about not only the culture but also the 3. ..... of common people of his time. While mocking about the psychology and social weaknesses of people, he thought about the 4. ..... component in every aspect of the daily life. His name means 'Victory of Faith'. His father was a famous 5. ..... man of his time and was a Muslim judge.

People have made use of Nasreddin Hodja figure a lot in many forms of art. His stories talk about both his life and the life of people who lived in Anatolia; therefore, they are national and 6. ..... In addition, he is known by people from other countries so he is also an international figure. Every year, due to an international festival, many people visit his 7. ..... to honor him.

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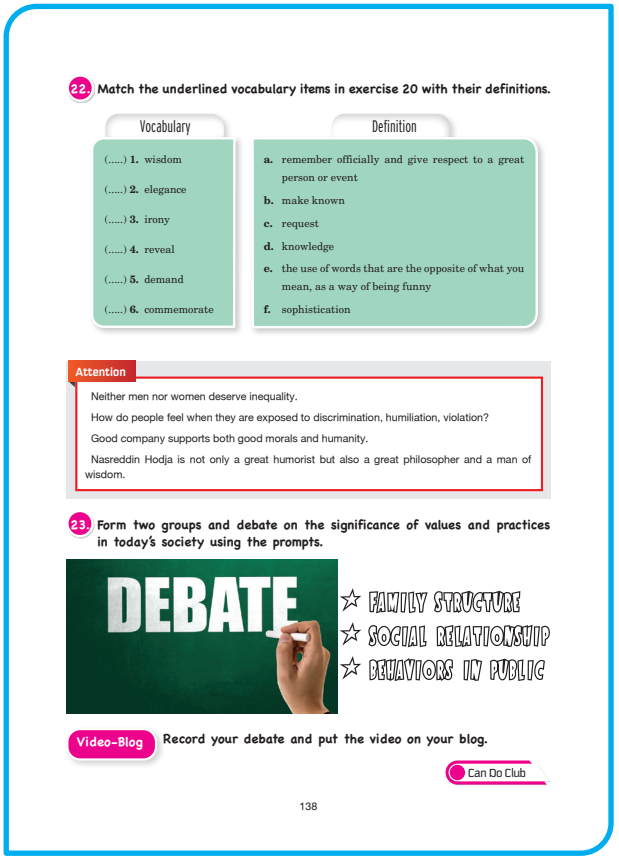
## 22. Match the underlined vocabulary items with their definitions.

Tell students that they will be working on some key vocabulary items from the text. ask them to work individually first and then exchange their answers with their partners so that they can do some peer-check while you give the answers.

***Answer Key:*** ***1. d, 2. f, 3. e, 4. b, 5. c, 6. a***



22. Match the underlined vocabulary items in exercise 20 with their definitions.

| Vocabulary | Definition |
|---|---|
| (.....) 1. wisdom | a. remember officially and give respect to a great person or event |
| (.....) 2. elegance | b. make known |
| (.....) 3. irony | c. request |
| (.....) 4. reveal | d. knowledge |
| (.....) 5. demand | e. the use of words that are the opposite of what you mean, as a way of being funny |
| (.....) 6. commemorate | f. sophistication |

Attention

Neither men nor women deserve inequality.

How do people feel when they are exposed to discrimination, humiliation, violation?

Good company supports both good morals and humanity.

Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom.

23. Form two groups and debate on the significance of values and practices in today's society using the prompts.



Video-Blog Record your debate and put the video on your blog.

Can Do Club

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## ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 152 and do the exercises.

**23. Form two groups and debate on the significance of values and practices in today's society using the prompts.**

**(F1, F2, F3, S1, S2)**

Ask students to form two groups and allocate them sufficient amount of time to brainstorm and organize their ideas for the debate. Remind them to stay on the prompts given. They're expected to make comments about different cultures, too. Once the debate is finished, announce the winner and explain why that specific group won. Congratulate both groups for their ideas.

***Answer Key:*** ***Students' own answers***

## Video-Blog

**Record your debate and put the video on your blog.**

**(F1, F2, F3, S1)**

Tell students to record the debate and put it on their blogs. If there is no access to technological devices, then tell them to reflect on the debate by writing an opinion paragraph.

## CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 142 and fill in the table.

**NOTES**

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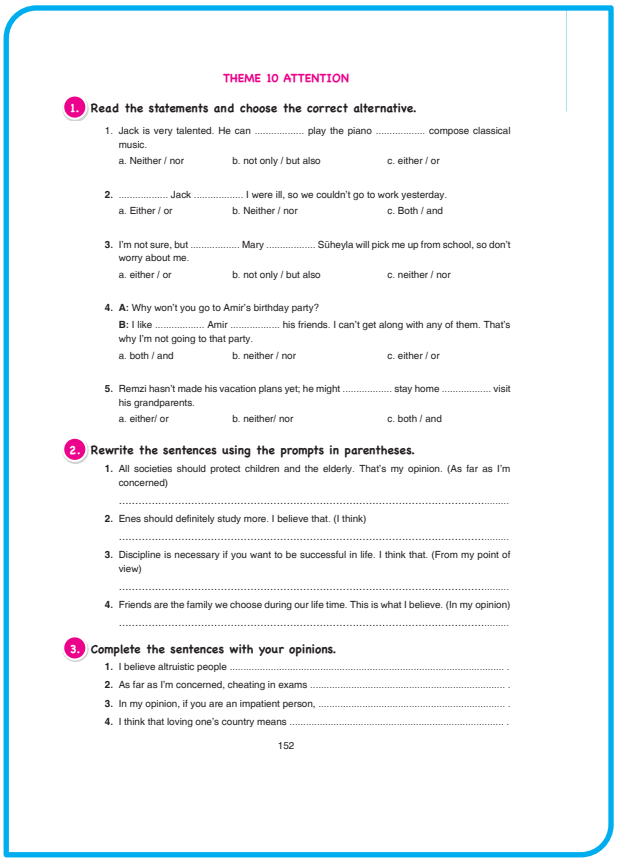

THEME 10 ATTENTION

**1.** **Read the statements and choose the correct alternative.**

1. Jack is very talented. He can ..... play the piano ..... compose classical music.
   a. Neither / nor  b. not only / but also  c. either / or

2. ..... Jack ..... I were ill, so we couldn't go to work yesterday.
   a. Either / or  b. Neither / nor  c. Both / and

3. I'm not sure, but ..... Mary ..... Süheyla will pick me up from school, so don't worry about me.
   a. either / or  b. not only / but also  c. neither / nor

4. **A:** Why won't you go to Amir's birthday party?
   **B:** I like ..... Amir ..... his friends. I can't get along with any of them. That's why I'm not going to that party.
   a. both / and  b. neither / nor  c. either / or

5. Remzi hasn't made his vacation plans yet; he might ..... stay home ..... visit his grandparents.
   a. either/ or  b. neither/ nor  c. both / and

**2.** **Rewrite the sentences using the prompts in parentheses.**

1. All societies should protect children and the elderly. That's my opinion. (As far as I'm concerned)
   .....
2. Enes should definitely study more. I believe that. (I think)
   .....
3. Discipline is necessary if you want to be successful in life. I think that. (From my point of view)
   .....
4. Friends are the family we choose during our life time. This is what I believe. (In my opinion)
   .....

**3.** **Complete the sentences with your opinions.**

1. I believe altruistic people .....
2. As far as I'm concerned, cheating in exams .....
3. In my opinion, if you are an impatient person, .....
4. I think that loving one's country means .....

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## THEME 10 ATTENTION ANSWER KEY

**1. Read the statements and choose the correct alternative.**

1. b  2. c  3. a  4. b  5. a

**2. Rewrite the sentences using the prompts in parentheses.**

1. As far as I'm concerned, all societies should protect children and elderly.

2. I think Enes should definitely study more.

3. From my point of view, discipline is necessary if you want to be successful in life.

4. In my opinion, friends are the family we choose during our life time.

**3. Complete the sentences with your opinions.**

Students' own answers

# THEME 10 WORKBOOK

**1.** Rewrite the following sentences using the prompts in parentheses as in the example.

*e.g. In most countries, to be an academician, you must pass some exams. You must know a foreign language, too.*
*In most countries, to be an academician, you must not only pass some exams, but also know a foreign language.*

1. I like reading thrillers. I like reading comedy, too. (not only... but also)
I like reading not only thrillers but also comedy.

2. Jack works as a CEO for a big company. He does charity work, too. (both... and)
Jack both works as a CEO for a big company and does charity work.

3. I haven't made up my mind about where to go on my vacation. I may go to my hometown; I may go to France. (either... or)
I may go to either my hometown or France.

4. Firdevs doesn't like winter and she doesn't like autumn. (neither... nor)
Firdevs likes neither winter nor autum.

**2.** Read the sentences. Choose the alternative that best explains the sentence.

1. She can't speak a foreign language and she can't write a computer program.
a. She can either speak a foreign language or write a computer program.
(b.) She can neither speak a foreign language nor write a computer program.

2. Today, Pelin and Emir are doing a presentation.
(a.) Today, both Pelin and Emir are doing a presentation.
b. Today, either Pelin or Emir is doing a presentation.

3. The café was very crowded. The food there was expensive, too.
(a.) The café was not only crowded but also it was expensive.
b. The café was neither crowded nor expensive.

4. Erkan is not only handsome but also hard-working.
a. Erkan is either handsome or hard-working.
(b.) Erkan is both handsome and hard-working.



**3.** Match the pictures with the social norms in most societies.

1 d

2 a

3 b

4 c

a. Helping the elderly should be taught to all children at an early age.

b. Talking on the phone or texting someone during dinner is disrespectful.

c. Making fun of other students is an unacceptable behavior at school.

d. Standing too close to someone is a very irritating behavior.



**4.** Look at the puzzle and find ten hidden words and phrases about values and norms.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | O | D | S | I | W | H | S | J | O | P | G | I | O | S |
| S | U | E | C | N | A | G | E | L | E | S | X | C | E | H |
| X | E | N | C | O | U | N | T | E | R | H | N | E | H | Y |
| L | J | T | Y | N | E | C | S | N | C | L | F | A | L | D |
| S | O | Y | A | I | N | D | E | M | A | N | D | M | K | E |
| V | P | M | U | R | V | F | P | J | C | U | S | M | Y | D |
| U | D | O | W | T | O | T | O | O | I | Y | U | J | N | I |
| L | O | K | E | C | Y | M | N | C | T | N | I | Q | O | L |
| M | P | O | M | N | T | F | E | O | D | N | N | Q | R | I |
| A | C | T | T | X | I | S | X | M | T | E | J | R | I | G |
| E | M | U | R | D | K | R | O | I | M | O | K | U | U | E |
| X | Q | A | E | B | T | Q | M | B | I | O | Y | Z | S | N |
| Z | K | N | G | A | D | A | W | C | F | F | C | W | B | C |
| F | C | X | Q | N | T | R | A | Y | E | W | X | Y | B | E |
| E | W | C | Q | E | M | O | D | E | S | T | Y | A | Q | N |

**5.** Look at the picture and read the statement. Do you agree or disagree? Write your reasons and discuss in groups. Use the phrases in the box while stating your opinion.

*"Protecting one's culture doesn't mean disrespecting other cultures."*

| | |
|---|---|
| I believe<br>I think<br>In my opinion, | As far as I'm concerned,<br>From my point of view,<br>Personally, |

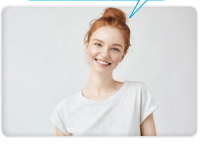
Students' own answers



**6.** Work in pairs. Express your opinion about the statements of these people below.

I think being successful is more important than friendship at the workplace.

I believe a person should be fair to everyone including family members and friends.



Students' own answers

I believe all children should be taught to be responsible at an early age.

In my opinion, being a doctor is about helping people, not about money.

**7.** Complete the following sentences with your own words.

Students' own answers

In my opinion, discipline .....

As far as I'm concerned, one's own country .....

From my point of view, self-control .....

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